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ABSTRACT

Alternative programs for teaching French as a second language in Ottawa and Carleton schools were evaluated. The study included a cross-sectional replication of previous French listening comprehension testing of grade 4-8 students in the core French program, French proficiency testing of grades 10 and 12 primary and late entry immersion students, and tracing and followup of high school students in the alternative programs. Among the core French students, it was found that those who had greater exposure to French instruction scored higher on listening comprehension and that scores increased with grade level. Among the immersion students, the early immersion group scored higher on measures of French proficiency. The followup data showed that a majority of early and late entry immersion students had chosen to remain in a bilingual program in high school. (RW)

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LONGITUDINAL AND CROSS-SECTIONAL STUDIES OF FRENCH PROFICIENCY IN OTTAWA AND CARLETON SCHOOLS

Evaluation of the Second Language Learning (French) Programs in the Schools of the Ottawa and Carleton Boards of Education

Eighth Annual Report, December 1981

The Ottawa Board of Education
The Carleton Board of Education

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ABSTRACT

For the eighth year, the Ministry of Education of Ontario continued to support the evaluation of alternative programs to teach French as a second language offered in schools of the Ottawa and Carleton Boards of Education. The 1981 study included three major aspects. The first consisted of a cross-sectional replication of previous French listening comprehension testing of core French students in grades 4 to 8 in Ottawa and Carleton schools. Second, tests measuring several aspects of French proficiency were administered to grade 10 and grade 12 bilingual-program students who had been in either a primary- or a late-entry immersion program in Ottawa and Carleton. The final phase of the project involved the continued tracing of students in alternative programs, with particular attention to choices made by students entering or completing high school. The major findings are summarized below.

Core French, Grades 4 to 8

1. At each grade level from 4 to 8, after adjusting for ability, the sample of Ottawa core French students who had followed a 40-minute per day program since grade 1 had a significantly higher mean score on the French listening test than the Carleton sample for which the 20-minute core program had been extended to 40 minutes per day only in 1979. The Carleton grade 8 group which had accumulated approximately 700 hours of French instruction during their school career had a mean score very close to that of the younger Ottawa grade 7 group with over 900 cumulative hours.

2. Scores on the two French listening comprehension tests used were equated using results for a group of over 400 grade 6 students who took both tests. Using these equated scores, it was found that there was an increase in mean score from each grade level to the next and the difference was significant in all but one instance in each board.

3. Ottawa mean French listening scores for grades 4 and 5 were similar to those of previous years, while Carleton means for these grade levels were higher than earlier ones, probably reflecting the increased time allotment for French instruction.

4. Responses to a short background questionnaire given to grade 8 core French students were used to divide these samples into subgroups with varying exposure to the French language. Only about half of the students in the grade 8 groups had experienced the full nine-year core program of the board. Although not all differences between these frequently small groups were statistically significant, mean scores on the French listening test were generally found in the same order as the overall exposure to French experienced by the group.

5. Previous findings that girls tend to score higher than boys on French listening comprehension tests, although in these groups they have equal or lower scores on ability measures, was confirmed by the 1981 results. Significant differences between the means of boys and girls were found at all levels, except grade 4 in Carleton, where the test appeared quite difficult for these students, and on one of the tests used in grade 6 in Carleton, where the number of students tested was relatively small.

6. On a three-part French speaking test given to a subsample of the grade 8 groups, some differences were found in the distribution of the scores in the two boards and in the relative proficiency of the two groups on the various parts of the test; however, differences between boards were not significant, either for the test as a whole or on the individual parts.

7. In both boards it was found that the mean score on the French speaking test for students who had entered the core program in grades 4 to 6 after no previous French instruction was significantly lower than that of the group which had experienced the full core program. In Ottawa, it was also found that the group which had been in immersion up to grade 3, 4 or 5 scored significantly higher on the speaking test than the group which had experienced the core program since starting school.

High School Programs

1. In both Ottawa and Carleton, the grade 10 group from primary-entry immersion scored significantly higher on all five measures of French proficiency than the group from late-entry immersion. On two of the tests, the Carleton groups were found to score higher than the Ottawa group in the same program, in spite of the Ottawa group's greater time in French.

2. Two tests of French proficiency were given to grade 10 students following a Special French language course designed for graduates of elementary immersion. On both tests, the small group of students from primary-entry immersion who had taken four high school courses in French scored higher than the group of late-entry immersion graduates who had taken only two; this is not surprising, since the former group had more than double the amount of French instruction. However, on the only test which had also been taken by these students in grade 8, both these Special French groups showed a significant increase in mean scores over their grade 8 results.

3. A group of Ottawa students who had completed the late-entry immersion program but chosen to take a core French course in high school were given the same two French proficiency tests as the Special French groups. On one of these tests, the mean score of the group of former immersion students in a core program was significantly higher than their grade 8 mean on the same test, but lower than the mean of the Special French groups from late-entry immersion.

4. The tests of French reading, writing, speaking and listening used by the Public Service Commission were given to groups of grade 12 bilingual-program students who were graduates of Ottawa and Carleton late-entry immersion. Except for listening in Carleton and speaking in Ottawa, all means for the two groups were in the Level B range, the highest level measured by this test. The Carleton group was found to have a significantly higher mean score on the speaking and writing tests, while the Ottawa group scored higher on the listening subtest. As had been found in previous years, fewer students reached the B level of proficiency on the speaking test than did so on the other subtests.

5. On a French cloze test and on a test designed for francophone students in Quebec, the Ottawa grade 12 group scored higher than the grade 10 late-entry group in the same board. Means for both grade 12 groups on these tests were similar to those of the grade 10 primary-entry groups in the same board. Similarly, grade 10 results for late-entry groups were about the same as those for grade 8 primary-entry groups on two tests given in 1980.

Student Tracing and Follow-up

1. Responses to a questionnaire given to grade 12 bilingual-program students in Ottawa and Carleton indicated that the great majority of these students intend to take grade 13 and then proceed to a college or university. A high proportion of the group felt they could cope with using French in a job or educational setting and many indicated that the French language would play some role in their future lives, especially when looking for a job. About two thirds felt the program they had followed had lived up to their expectations. The provision of good teachers, more opportunites to experience French outside the classroom, more emphasis on oral French and the expansion of course choices were frequently expressed concerns of this group of students.

2. Data pertaining to the October 1980 grade and program location of the K-71 cohort indicate that about 60 per cent of both immersion and English groups remained within the Ottawa and Carleton boards, and, of the original immersion group still in local public schools, about 60 per cent were still in a program emphasizing French instruction. A higher proportion of the initial immersion group than of the English group was at the expected level (grade 9).

3. The October 1980 grade and program location of the group of students who had transferred from the primary-entry immersion program was found to be very similar to that of the initial English group of the cohort. A higher proportion of the group transferring during grade 1 or 2 was found to be below the expected level as compared with those transferring later.

4. Longitudinal data from 1971 to 1980 show that the number of students from the initial immersion group of the cohort who were found in an English program did not increase greatly from 1973 to 1980; increases in 1976, when the expected level was grade 5, and in 1980, when the expected level was grade 9, were slightly larger than those in other years.

5. In 1977, 1979 and 1980 just about one half of the late-entry immersion students in Ottawa grade 8 classes chose to go on to a bilingual grade 9 program; in the latter two years, however, a sizeable group also chose a special French language course which was designed to be suitable for the level of proficiency of late-entry immersion graduates. In 1979, about 60 per cent of Ottawa grade 8 primary-entry immersion students chose a bilingual program in high school, while in 1980 the proportion was about 75 per cent.

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Chapter One

INTRODUCTION

Since 1973, the FRENCH Project carried out by the Research Centre of the Ottawa Board of Education has been concerned with evaluating a number of aspects of the programs offered by the Ottawa and Carleton Boards to teach French as a second language. During the period from 1973 to 1981, a core program of 40 minutes of French instruction per day has been established for all grades from 1 to 8 in both boards. French immersion programs, both primary- and late-entry, have expanded as the first cohort has advanced through the system and larger numbers of students have enrolled in the later cohorts. Both French proficiency and other aspects of the academic achievement of various groups have been studied. In addition, extensive tracing of students has been carried out in order to determine patterns of student movement and to ascertain the background of groups tested.

The 1981 contract with the Ministry of Education of Ontario included three major phases of study which correspond to the three major sections of this report. The first phase, the evaluation of core programs, was to focus on a cross-sectional replication of French listening comprehension results from grades 4 to 8. This was to be augmented by an examination of both listening and speaking skills of grade 8 students with varying backgrounds in French. In addition, it has been possible, by giving the two listening comprehension tests used to groups of grade 6 students, to equate scores on the two tests used in the FRENCH Project and so obtain a picture of the progress of students over the five grade levels.

The second part of the evaluation was to consist of an examination of the students in a high school bilingual program, including late-entry immersion graduates in both boards at the grade 12 level and the first groups of primary-entry immersion graduates at grade 10, along with students from late-entry immersion at that level. Where possible, results were compared with those obtained by groups of students with similar backgrounds tested in earlier years and with results of the same students at earlier levels. The contract also specified that groups of students from late- or primary-entry immersion who were not in a bilingual program should be tested. It was possible to include two such groups, those who were taking a special level of French Language course and those taking the regular French course in grade 10.

The third phase of the contract with the Ministry included the continuation of the tracing of students in the K-71 and K-74 cohorts who had entered kindergarten in the fall of 1971 and 1974, respectively, as well as those in other cohorts at the secondary level. The updating of tracing information has provided new insights into the patterns of student movement and has permitted the description of groups in high school programs. The opinions and expectations of students reaching the end of a secondary bilingual program were also examined through a survey administered during the spring testing program.

The next three chapters, which form the first major section of this report, contain information regarding elementary core programs in the Ottawa and Carleton Boards. Chapter Two examines the results of the French listening tests given in grades 4 through 8 in the spring of 1981. In the third chapter are found listening comprehension results for groups of grade 8 students of varying background, as deter-

mined from a brief questionnaire given to these students at the time of testing. This chapter also includes a summary of the differences in French listening achievement of boys and girls from grade 4 to grade 8 in both boards. Chapter Four contains data regarding the speaking proficiency of students at the grade 8 level.

Chapters Five and Six constitute the second major section of the report and contain data concerning French Proficiency of students in grades 10 and 12. Results of a number of tests used with bilingual-program groups and with former immersion students are presented; these include comparisons among groups in different programs at the same level and between groups at the two grade levels. On one test, comparison with Quebec francophone norms was also possible and, on another, comparison could be made with the levels of bilingualism used by the Public Service Commission of Canada.

The third section of the report, dealing with the tracing and follow-up of students, consists of Chapters Seven and Eight. The first of these chapters outlines the responses given on a questionnaire by grade 12 bilingual-program students. Chapter Eight presents an analysis in some detail of the pathways followed by students, dealing first with the K-71 cohort whose expected level in 1980-81 was grade 9 and also with other groups making the transition from elementary to secondary school.

The concluding chapter summarizes results given in Chapters Two to Eight. Further details in some instances may be found in the current Working Papers of the FRENCH Project which are listed in Appendix C.

SECTION I

CORE FRENCH

Chapter Two

FRENCH LISTENING COMPREHENSION OF STUDENTS IN CORE PROGRAMS, GRADES 4 TO 8

INTRODUCTION

From 1973 to 1980 the French proficiency of two groups of core French students in Ottawa and Carleton Board schools has been examined each year, mainly through the use of listening comprehension tests, although some tests of oral proficiency have also been used. Since both the time given to instruction in French and the distribution of this time are likely to affect the level of proficiency attained, the influence of these factors was examined wherever possible. The Seventh Annual Report in fulfilment of the continuing contract with the Ministry of Education of Ontario (Morrison et al., 1980) provides a review of the results of the core French testing done during this period.

In 1980-81 the contract with the Ministry included an examination on a cross-sectional basis of the French listening comprehension of the core students in grades 4 through 8, in order to determine whether the results of previous years would be replicated. Since there had been some difficulty in obtaining equivalent samples as the groups in the original longitudinal study progressed through the grades, a measure of academic ability was to be included. In addition, an attempt was to be made to equate scores on the two tests which had been used by giving both at the grade 6 level.

The Ottawa groups tested during the period from 1973 to 1980 represented the leading edge of those students following a program which offered 30 minutes of French per day in kindergarten and 40 minutes a day in each of the following grades. This program, begun in 1972, provided double the amount of time previous students had received. Those students who completed grade 8 in the spring of 1980 were the

first to have followed this program since their first year of school and had received a total of about 1050 hours of French instruction. The French program developed by staff of this board uses an integrated thematic approach with an emphasis on communication skills. Although the greatest emphasis is on listening and speaking, reading is introduced at grade 3 and the amount of writing done is gradually increased, especially in grades 6 through 8. The groups tested in 1980-81 had been following essentially the same program, with the same amount of time devoted to French.

During these years the core program of the Carleton Board also had increased the time spent in French, resulting in a total time of about 705 hours over the nine-year period. Students in kindergarten through grade 5 received 15 to 20 minutes of French a day, while those in grades 6 to 8 had 40 minutes per day. This program also emphasized oral communication skills, with early emphasis on pronunciation. The intention has been to follow the new programs already completed for the first three grades with continuing curricular development for the balance of the elementary grades. In the school year 1979-80 a 40-minute per day program was instituted in this board for all elementary grades except kindergarten which was to receive 30 minutes per day. Thus the time spent in French for some of the earlier grades tested in 1980-81 was slightly greater than that for the groups tested in the previous year, but none of the students had been exposed to the complete 40-minute daily program.

From 1973 to 1976 some Carleton Board schools also provided variations of extended French programs. In these cases, in addition to the regular core French program, another subject was taught through the medium of French. In 1977 a new extended program was introduced

in 14 schools. This program, called CEL for the planned Core-Extended-Late Immersion sequence, included in the extended phase (grades 4 to 6) environmental studies taught in French, along with the usual French instruction. Such students would have received 765 hours of instruction by the end of grade 6, almost the same total amount as the Ottawa Board students. However, administrative difficulties necessitated the termination of this program for the fall of 1979. The test results of students who were in or who had been in such a program were analysed separately each year.

This chapter will deal with French listening comprehension results for samples tested in the spring of 1981 in grades 4 through 8 of both boards. Comparative data pertaining to testing in earlier years will be presented where suitable.

INSTRUMENTS USED

The aim of the tests used was to measure general French proficiency rather than the degree of mastery of the specific curriculum of either board. For purposes of comparison with the results of earlier years it was necessary to use the same tests. As in previous years, the main focus was the measurement of listening skills, although in grade 8 a French speaking test was also administered to a subsample of students. In addition, a questionnaire was given to the grade 8 students to determine what their backgrounds with respect to French had been.

As noted earlier, a measure of general scholastic aptitude was needed in order to ascertain whether the groups were comparable. It was decided to use the Vocabulary subtest of the Gates-MacGinitie Reading Test for this purpose; as stated by the publisher, correlations between this test and intelligence measures such as the Lorge-Thorndike Verbal IQ tend to be close to 0.80. Similar values have been

found for local groups taking these two tests. It was therefore felt that this relatively short test would provide good information on the comparative ability of the groups.

The appropriate level of the Vocabulary subtest of the Gates-MacGinitie Reading Test was given to all the Carleton Board students tested. Since the majority of the Ottawa students had already taken this test, the previous scores for these students were used. This subtest of approximately 50 items, graduated in difficulty, requires the student to choose from five words the one that most closely resembles the test word in meaning. Scores from Survey D, Form 1M, were used for grades 4 to 6, while those from Survey E, Form 1M, were used for grades 7 and 8.

Two tests of listening comprehension were used, one for grades 4 through 6, and the other for grades 6 through 8. The purpose of giving both at the grade 6 level was to allow the compilation of norms on both tests with the same students in order to be able to equate the scores on one test to those on the other. Both tests were presented by means of a tape recording.

For grades 4 to 6 the OISE French Comprehension Test: Level 1 (Revised) was used. This 45-item test (which will be referred to as OISE 1) was developed at the Ontario Institute for Studies in Education and originally intended for use with grade 1 French immersion students. Some minor changes in format were made so that the test would be more suitable for use at the junior level.

The IEA Population II French Listening Comprehension Test, devised by the International Association for the Evaluation of Educational Achievement under the direction of J.B. Carroll (1975), was used for grades 6 through 8. One of a series, this test was designed for use

with students in various countries who were about 14 years old and who had had two or three years of basic French courses. The level of difficulty was originally judged appropriate for core students in Ottawa and Carleton by the consultants responsible for these programs. The test, referred to as IEA II, consists of 40 multiple choice items in which the student is required to select the correct picture or written phrase as found in his test booklet and to record his choice on a separate answer sheet.

SAMPLES AND ANALYSIS

The schools in the 1981 sample were selected on the basis of their location, size and type. In each board the sample of schools selected for testing grade 7 and grade 8 was the same, while for grades 4 to 6 the feeder schools to these larger schools were used. It was hoped that in this way the samples for all levels would be as alike as possible to allow comparisons between grades within each board.

Especially at the junior level, a considerable proportion of classes contained students at more than one grade level. A number of such split-grade classes were included in the sample, with students in each grade level receiving the tests appropriate for their grade. Whether they were in a single-grade or a split-grade class, students at a given grade level have generally been in school for the same number of years and have thus accumulated the same number of hours of French instruction. In the Ottawa Board, students from one split-grade 5/6 enriched class were included in the sample. Table 2.1 shows the number of schools, classes and students from each board in the test sample.

In order to equate scores on the two French listening comprehension tests used, both the OISE 1 test and the IEA II test were administered to a subgroup of students at the grade 6 level. Since, for this pur-

pose, it was unnecessary to have either a large subsample or equal proportions in both boards, most of the classes taking this second listening test were Ottawa split grade 5/6 classes, where the grade 5's were already taking the other test. Few classes at this level in Carleton took this second test, since they were already taking one more test than those in Ottawa.

TABLE 2.1

NUMBER OF SCHOOLS, CLASSES AND STUDENTS
IN 1981 FRENCH LISTENING TEST SAMPLE

Grade level	Ottawa			Carleton		
	Schools	Classes	Students	Schools	Classes	Students
4	22	31	623	21	37	847
5	20	36	562	17	32	842
6	23	33	697	15	29	838
7	7	23	588	8	21	676
8	7	24	648	8	20	581

At each grade level every attempt was made to remove from the analysis the test scores of any pupil who had entered the program within the year or who was known to have been in a program with extra French (e.g. CEL). At the grade 8 level further information was available due to the background questionnaire each student was asked to complete. It was therefore possible to remove other atypical students from the analysis or to treat them as a separate group if numbers warranted.

The basic statistics for all variables in each group were obtained, as well as inter-correlations among the variables. In addi-

tion, analyses of variance or covariance were carried out where appropriate. In order to obtain French proficiency scores adjusted for differences in general school ability, the vocabulary score on the Gates-MacGinitie test was used as a covariate in an analysis of covariance.

RESULTS

In this section, cross-sectional 1981 results of French listening comprehension testing will be given, with correction for aptitude and a comparison with previous years where appropriate. The number of cumulative hours of French instruction will be shown in relation to listening test results, and the relationship between scores on the two tests used will be shown. Later chapters will deal with results on the French speaking test given to grade 8 students and with differences in listening comprehension scores between various subgroups at different grade levels.

Time in French

As mentioned earlier, Ottawa students in the core French program received 30 minutes of daily French instruction in kindergarten and 40 minutes per day in grades 1 to 8. In the Carleton Board prior to 1979 the core program consisted of 15 minutes per day in kindergarten, 20 minutes per day in grades 1 to 5 and 40 minutes per day in grades 6 to 8; in the 1979-80 school year this was increased to the same number of minutes per day as in the Ottawa program. Thus the revised Carleton program had been in place for two school years when the 1981 testing took place.

Table 2.2 shows the number of minutes per day and the cumulative hours of French instruction received by students in the 1981 samples. It is apparent from this table that students in the Carleton grade 7

and 8 samples have had the same amount of French instruction as those tested at these levels in previous years, while students in grades 4 through 6 have had one or two years more of the 40-minute program than those tested earlier. This table may also be used to determine the number of cumulative hours of French for samples from earlier years by determining which of the patterns they had followed up to that grade. In the tables giving French listening test results the cumulative hours of French instruction will be shown for each group.

TABLE 2.2

MINUTES PER DAY AND CUMULATIVE HOURS:
1981 CORE FRENCH SAMPLES, OTTAWA AND CARLETON

Gr.	Ottawa core		CBE Gr.7&8		CBE Gr.6		CBE Gr.5		CBE Gr.4	
	Min./ day	Cum. hrs.	Min./ day	Cum. hrs.	Min./ day	Cum. hrs.	Min./ day	Cum. hrs.	Min./ day	Cum. hrs.
K	30	90	15	45	15	45	15	45	15	45
1	40	210	20	105	20	105	20	105	20	105
2	40	330	20	165	20	165	20	165	20	165
3	40	450	20	225	20	225	20	225	40	285
4	40	570	20	285	20	285	40	345	40	405
5	40	690	20	345	40	405	40	465		
6	40	810	40	465	40	525				
7	40	930	40	585						
8	40	1050	40	705						

Gates-MacGinitie Scores

An examination of the Gates-MacGinitie Vocabulary subtest scores, as shown in Table 2.3, gives an indication of the comparability of the samples with respect to school performance. The figures given in this

table show no significant difference in mean score between Ottawa and Carleton groups in grades 4 through 6. At grade 7, however, the Ottawa group mean score was significantly greater than that for Carleton ($p < 0.05$), while at the grade 8 level the Carleton group scored much higher ($p < 0.001$). At these two grade levels, therefore, the samples from the two boards cannot be considered comparable with respect to this measure of academic ability. As indicated previously, these results will be used to adjust the listening comprehension scores for differences in aptitude among the various groups.

TABLE 2.3

GATES-MACGINITIE READING VOCABULARY SUBTEST† RESULTS: GRADES 4 TO 8 CORE FRENCH, OTTAWA AND CARLETON

Grade	Ottawa			Carleton		
	Mean	SD	N	Mean	SD	N
4	30.1	6.5	495	30.0	5.9	770
5	34.5	5.2	320	34.4	5.7	701
6	36.5	5.3	537	36.9	5.7	625
7	24.4*	8.0	366	23.2	6.5	545
8	24.2	6.4	364	27.0***	6.5	382

† Since different levels of the test were used for grades 4 to 6 and 7 to 8, it is not appropriate to compare scores between these groups of grades.

* Mean of this group significantly greater than that of the group at the same grade level in the other board ($p < 0.05$).

*** Mean of this group significantly greater than that of the group at the same grade level in the other board ($p < 0.001$).

French Listening Comprehension: OISE 1, 1981

The results on the OISE 1 French listening comprehension test for grades 4 to 6 in both boards are presented in Table 2.4. Included in this table are both the unadjusted means, shown for all students with listening comprehension scores, and also the means adjusted using Gates-MacGinitie scores as the covariate. The adjusted means are given for students with scores on both listening and vocabulary tests, a slightly smaller group than for the unadjusted means. Since Gates-MacGinitie scores were comparable for the groups in the two boards at these grade levels, the adjustment has not altered the scores very much.

TABLE 2.4

OISE 1 FRENCH LISTENING COMPREHENSION SCORES:
GRADES 4 TO 6 CORE FRENCH, OTTAWA AND CARLETON, SPRING 1981

Grade	Board	Cum. hrs. of French	Unadjusted			Adjusted	
			Mean	SD	N	Mean	N
4	Carleton	405	13.6	5.9	786	13.7	768
4	Ottawa	570	16.5***	7.1	514	16.6***	492
5	Carleton	465	16.1	6.8	709	15.9	700
5	Ottawa	690	18.4***	8.8	509	19.0***	318
6	Carleton	525	19.2	8.2	76	18.8	73
6	Ottawa	810	21.2	8.4	350	21.4*	334

* Mean of this group significantly greater than that of the group at the same grade level in the other board ($p < 0.05$).

*** Mean of this group significantly greater than that of the group at the same grade level in the other board ($p < 0.001$).

For both adjusted and unadjusted means at grade 4 and 5, differences between means in the two boards are significant at the 0.001 level, not a surprising result considering the much greater exposure to French of the Ottawa group. At the grade 6 level, the adjustment of scores was sufficient to make the difference between the two groups significant at the 0.05 level, whereas it had only been close to significance for the unadjusted means. It will be noted that the grade 6 sample was considerably smaller than those at grades 4 and 5, especially in Carleton, since administration of OISE 1 at grade 6 was primarily done to equate the scores on the two listening tests. However, sample size does have a bearing on the statistical significance of differences between groups. Although the Carleton group taking OISE 1 was a small one, the result given here is consistent with that shown in the next section for IEA II.

Since the testing at the various grade levels was based on samples at the same schools it is appropriate also to compare the results between grades in each board. In both Ottawa and Carleton a significant increase in scores was found between grade 4 and grade 5 and between grade 5 and grade 6.

French Listening Comprehension: IEA II, 1981

Table 2.5 presents results on the IEA II French listening test for Ottawa and Carleton samples at the grade 6, 7 and 8 levels. At grades 6 and 7, both adjusted and unadjusted means for the Ottawa sample were significantly higher than the corresponding Carleton means ($p < 0.001$). At grade 8, the difference was significant at the 0.05 level only after adjusting for ability. It will be recalled (Table 2.3) that it was at the grade 8 level that the Carleton group scored significantly higher on the Gates-MacGinitie Vocabulary subtest which was used as the covariate in the adjustment process. In Ottawa

there was a significant increase in mean score between grade 6 and grade 7, but not between grade 7 and grade 8, while in Carleton the reverse was true.

The listening comprehension test which has been developed in Ottawa more recently may be more sensitive to changes across grades in core French classes (Wightman, 1980 and 1981). Tests based on OAIP instruments (Canale, 1981) for core French in Ontario might also be useful, but it was not possible to use any of these materials for the cross-sectional testing in 1980-81 or for the longitudinal testing done in earlier years.

TABLE 2.5

IEA II FRENCH LISTENING COMPREHENSION SCORES:
GRADES 6 TO 8 CORE FRENCH, OTTAWA AND CARLETON, SPRING 1981

Grade	Board	Cum. hrs. of French	Unadjusted			Adjusted	
			Mean	SD	N	Mean	N
6	Carleton	525	15.9	5.8	645	15.6	624
6	Ottawa	810	17.0***	6.1	539	17.3***	523
7	Carleton	585	16.3	5.9	576	16.3	544
7	Ottawa	930	18.4***	6.3	489	18.4***	361
8	Carleton	705	18.7	5.9	377	18.2	375
8	Ottawa	1050	18.7	6.6	385	19.1*	363

* Mean for this group significantly greater than that for the group at the same grade level in the other board ($p < 0.05$).

*** Mean for this group significantly greater than that for the group at the same grade level in the other board ($p < 0.001$).

Relationship between OISE 1 and IEA II Scores

In order to be able to compare scores on the two French listening comprehension tests given, both tests were administered to a group of students in the two boards at the grade 6 level. Percentile norms were calculated using the scores for a combined group of over 400 students. Table 2.6 gives the results of this equating procedure using the equal percentile method. A linear regression procedure yielded very similar results.

TABLE 2.6

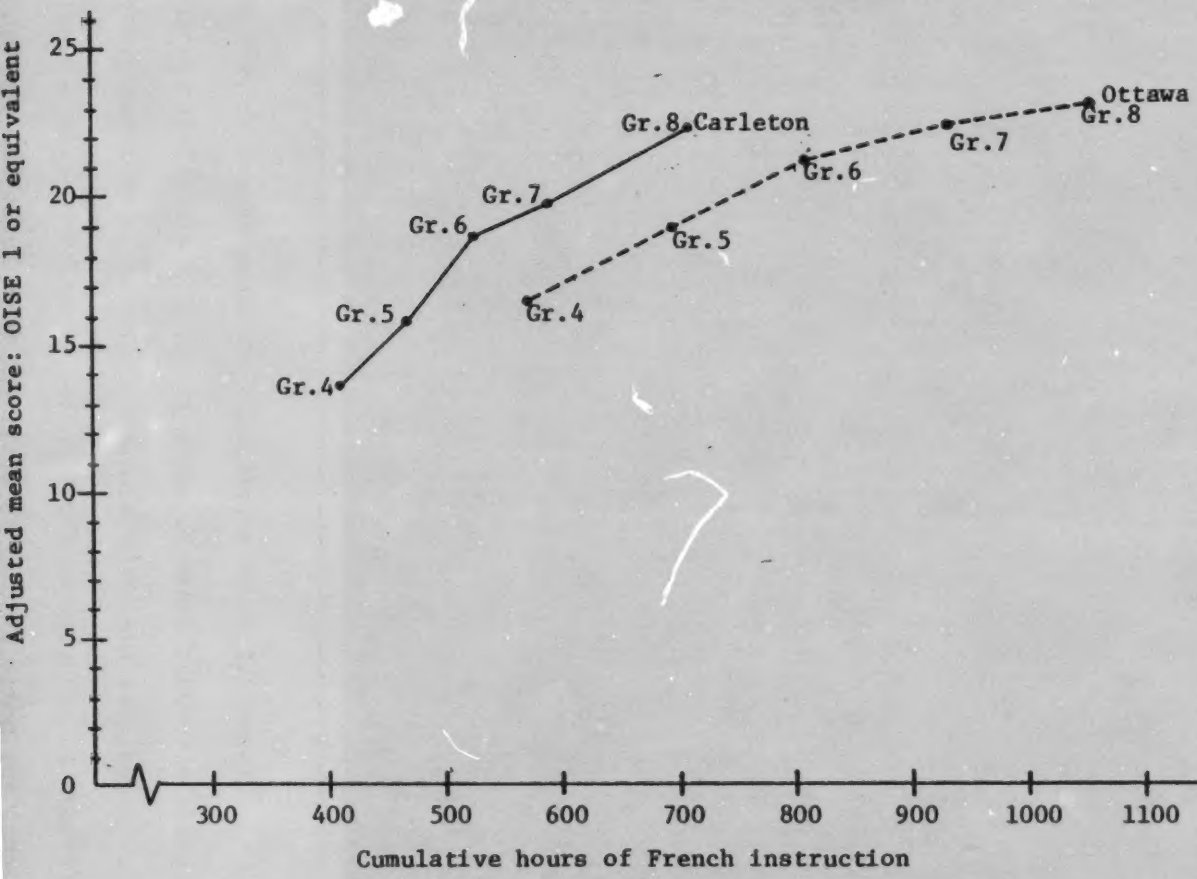
EQUIVALENT SCORES ON IEA II AND OISE 1 FRENCH LISTENING TESTS, BASED ON OVER 400 GRADE 6 STUDENTS IN OTTAWA AND CARLETON, SPRING 1981

OISE 1 score	IEA II score	Approximate percentile
30	24	85
28	22	80
26	21	75
24	19	70
22	18	60
20	16	55
18	15	45
16	14	35
14	12	25
12	11	15
10	9	10

Figure 2.1 shows graphically the mean scores in both boards from grade 4 through grade 8, using the OISE 1 equivalent of IEA II scores obtained from the above process. The number of cumulative hours of French instruction is shown on the horizontal axis. It can be seen that the grade 8 group in Carleton, with about 700 cumulative hours, has approximately the same mean score as the grade 7 group in Ottawa, which had been exposed to about 900 cumulative hours of French instruction. Moreover, the Carleton grade 6 group (about 500 cumulative hours)

FIGURE 2.1

ADJUSTED MEAN FRENCH LISTENING SCORES: OISE 1 OR EQUIVALENT, GRADES 4 TO 8 CORE FRENCH, OTTAWA AND CARLETON, SPRING 1981



had a mean score very like that of the Ottawa grade 5 group (about 700 cumulative hours). However, the Carleton grade 8 and Ottawa grade 5 groups were the ones which had similar amounts of total French exposure.

Comparison with Previous Years

Since the aim of the core French testing in grades 4 through 8 in the spring of 1981 was to replicate on a cross-sectional basis studies done on core French in previous years at the same grade levels, comparisons will be made in this section involving first the OISE 1 test at grades 4 and 5 and, second, the IEA II in grades 6 to 8. Table 2.7 shows unadjusted mean scores obtained on the OISE 1 listening test for groups tested between 1976 and 1981. At each grade level, the 1981 samples in the two boards were seen to be of comparable ability (Table 2.3) so that adjustment for ability altered the scores very little. For the earlier years adjustment was not possible, since no ability measure was given.

TABLE 2.7

OISE 1 FRENCH LISTENING COMPREHENSION, GRADES 4 AND 5 CORE FRENCH, OTTAWA AND CARLETON, 1976-1981

Grade	Board	Year	Cum. hrs. of French	Mean	SD	N
4	Carleton	1976	285	11.3	4.9	406
	Carleton	1978	285	11.2	4.6	82
	Carleton	1981	405	13.6†	5.9	786
	Ottawa	1976	570	16.3	7.5	251
	Ottawa	1978	570	17.7	8.3	358
	Ottawa	1981	570	16.5	7.1	514
5	Carleton	1977	345	13.5	6.1	450
	Carleton	1979	345	11.8	5.1	97
	Carleton	1981	465	16.1†	6.8	709
	Ottawa	1977	690	19.8	7.4	180
	Ottawa	1981	690	18.4	8.8	504

† Mean of this group significantly greater than that of either of the groups in previous years at the same grade level in the same board ($p < 0.05$).

From the above table it may be seen that in the Ottawa Board, where the amount of time devoted to French instruction has remained unchanged during these years, the mean scores of groups at one grade level tested in different years did not differ significantly from each other. The 1981 Carleton groups had, however, received 40 minutes of French per day for the previous two years, rather than the 20 minutes per day received by groups tested earlier; this has resulted in an additional 120 cumulative hours of French instruction for the 1981 Carleton groups at grades 4 and 5. As may be seen from the table, the mean scores for these 1981 Carleton groups are significantly greater ($p < 0.05$) than those of earlier groups at the same level in that board. It has already been noted that at grades 4 and 5 the 1981 Ottawa groups scored significantly higher than those in Carleton. The difference between Ottawa and Carleton was also found to be significant for the groups in these grades which were tested earlier.

Results on the IEA II listening test achieved by pupils in grades 6 to 8 between 1978 and 1981 are shown in Table 2.8. In Ottawa and in Carleton in grades 7 and 8, samples tested at one grade level in different years have all had the same total amount of French instruction; at the grade 6 level in Carleton, however, the 1981 sample received a total of 60 hours more than samples tested earlier.

TABLE 2.8

IEA II FRENCH LISTENING COMPREHENSION, GRADES 6 TO 8 CORE FRENCH, OTTAWA AND CARLETON, 1978-1981

Grade	Board	Year	Cum. hrs. of French	Mean	SD	N
6	Carleton	1978	465	15.7	4.9	559
	Carleton	1980†	465	15.8	5.7	540
	Carleton	1981†	525	15.6	5.8	624
	Ottawa	1978	810	17.1**	5.7	216
	Ottawa	1980†	810	16.9***	6.6	251
	Ottawa	1981†	810	17.3***	6.1	523
7	Carleton	1979	585	15.7	5.3	559
	Carleton	1980†	585	17.8	6.0	497
	Carleton	1981†	585	16.3	5.9	544
	Ottawa	1979	930	17.1***	6.8	447
	Ottawa	1980†	930	17.8	6.8	353
	Ottawa	1981†	930	18.4***	6.3	361
8	Carleton	1980†	705	18.1	6.0	305
	Carleton	1981†	705	18.2	5.9	375
	Ottawa	1980†	1050	20.6***	7.5	222
	Ottawa	1981†	1050	19.1*	6.6	363

† All 1980 and 1981 scores in this table have been adjusted using the Henmon-Nelson or Gates-MacGinitie Vocabulary scores, respectively, as covariates.

* Mean of this group significantly greater than that of the group at the same level in the same year in the other board ($p < 0.05$).

** Mean of this group significantly greater than that of the group at the same level in the same year in the other board ($p < 0.01$).

*** Mean of this group significantly greater than that of the group at the same level in the same year in the other board ($p < 0.001$).

The mean listening comprehension scores of the grade 6 groups within each board were very similar, even though the Carleton grade 6 groups tested in 1981 had received 60 hours more French instruction than those tested earlier; however, the test may be rather difficult for core students at this level. At the grade 7 level the mean scores

varied by one or two points within each board, and those for the two Ottawa grade 8 groups also differed by a point and a half. There was a significant difference between the groups in the two boards with different cumulative amounts of French except in the case of the 1980 grade 7 groups.

There was no significant difference in ability between the samples at the grade 6 level in the three different years in either board. At the grade 7 level there were significant differences in ability in both boards, and at grade 8, as has already been seen, the 1980 Ottawa grade 8 group had a significantly higher mean than that of the 1981 group. For 1980 and 1981 all French proficiency scores presented have been adjusted for ability, using either the Henmon-Nelson or Gates-MacGinitie scores as covariates, as indicated in Table 2.8.

An attempt has been made each year to obtain comparable samples, but in spite of fairly large sample sizes there was sometimes reason to suspect lack of comparability from one grade level to the next. Until 1981 the schools involved in the grade 6 sample tended to represent different areas from those chosen for grades 7 and 8. In 1981 the feeder schools for the schools used for the grade 7 and 8 sample were selected. In recent years ability data were available and hence it was possible to compare the samples in this respect and to use these scores in an analysis of covariance.

Grade 6 Former CEL, Carleton, 1981

In the Seventh Annual Report (Morrison et al., 1980), Table 3.13 (p. 45) and Figure 3.4 (p. 48) show that in 1978 a group of grade 4 CEL students in Carleton obtained listening comprehension scores similar to those of students in 1976 at the same grade level in Ottawa, although the latter had been exposed to about 40 per cent more hours of French

instruction. In 1979 the grade 5 CEL students had significantly higher scores than those in the Ottawa core program ($p < 0.01$), whose cumulative time in the 40-minute core program was about 100 hours (or 20 per cent) greater. However, no adjustment could be made for differences in ability, although it was likely that the CEL group had somewhat greater general academic aptitude.

As indicated earlier, the CEL students had taken environmental studies in French as well as their usual core French program of 20 minutes a day, giving them a total of about 400 hours by the end of grade 4 and a little less than 600 hours by the end of grade 5. Thus the CEL students had a different distribution of time compared with students in either core program, and also were given subject matter instruction in French in addition to the type of instruction ordinarily included in the core French program.

By 1980 the CEL program had been discontinued, but it was possible to identify a group of over 80 former CEL students at the grade 6 level. These students had spent about 700 hours in French instruction, as compared with about 500 and 800 in the regular core programs in the two local boards. The 1980 former CEL group was found to have a higher mean score on the French listening test than either of the grade 6 core groups tested in that year, even after adjustment for ability ($p < 0.05$).

In 1981 the former CEL students at the grade 6 level had spent only their grade 4 year in the extended program and had accumulated about 525 hours of French instruction. For this group of 49 students and for the 82 in the 1980 group at the same grade level, another type of comparison was made. Students in these two groups were compared with groups of Ottawa and Carleton core students who had been matched with the former CEL students of the same year and grade level on ability

scores and also by sex. For the 1981 groups, students were matched on the basis of their Gates-MacGinitie Vocabulary scores while for the 1980 groups the Henmon-Nelson Mental Ability Test scores were used as the basis of the matching. The results for these matched groups are shown in Table 2.9.

TABLE 2.9

IEA II FRENCH LISTENING COMPREHENSION RESULTS FOR TWO FORMER CEL GROUPS AND THEIR COMPARISON GROUPS, MATCHED FOR ABILITY AND SEX, OTTAWA AND CARLETON, GRADE 6, 1980 AND 1981

Program	Board	Year	Cum. hrs. of French	Mean	SD	N
Core	Carleton	1980	465	16.7	5.1	82
Former CEL	Carleton	1980	705	18.2	5.1	82
Core	Ottawa	1980	810	17.6	6.4	82
Core	Carleton	1981	525	16.8	6.8	49
Former CEL	Carleton	1981	645	20.1*	5.3	49
Core	Ottawa	1981	810	17.0	7.3	49

* Mean of this group significantly greater than that of the matched core group in the same year and board ($p < 0.05$).

It will be seen from the table that the 1981 former CEL group had a mean score in French listening comprehension that was significantly higher ($p < 0.05$) than that of the matched Carleton core French group. Although the mean of the 1980 CEL group was higher than that of the matched Carleton core group, the difference was not significant at the 0.05 level, in spite of a large difference in time spent in French.

Perhaps of greater interest is the comparison between Ottawa core students and the former CEL students at the grade 6 level. In both

1980 and 1981 the CEL students obtained listening comprehension scores which were higher than those of the Ottawa core group with about 15 per cent more time in French instruction, although these differences were not significant in either year. The evidence in this case again supports the view that the CEL program was effective in developing French proficiency, possibly both because of the content of the program and of the way in which the time used for instruction was distributed.

SUMMARY

This Chapter has presented results on the French listening comprehension tests given to Ottawa and Carleton core French students in grades 4 through 8. In the spring of 1981 over 500 students at each of these levels in each board were given a listening test and the vocabulary subtest of the Gates-MacGinitie reading measure to be used as a general indication of scholastic ability. Students in these samples were all following a program with 40 minutes per day of French instruction; Ottawa students had received this amount of French since grade 1 while in Carleton this program had been instituted at all levels in the fall of 1979 only, giving Carleton students fewer cumulative hours of French instruction than Ottawa pupils at the same level.

In grades 4 and 5 samples in the two boards were found to be of comparable ability; both before and after adjustment the Ottawa group, with more cumulative hours of French instruction, scored significantly higher on the OISE 1 listening test. At grade 6 where the samples were smaller, the difference in French listening means on this test was significant after adjustment for ability. On the test used in grades 6 and 7 the groups with more time spent in French scored significantly higher than the corresponding groups in the other board, both before and after adjusting for ability. At grade 8 the adjusted mean for the

Ottawa group was also higher for the French listening test.

It was possible to equate scores on the two French listening tests using a group of over 400 grade 6 students in both boards who took both of the tests. Scores could then be examined across the grades from 4 to 8. Both boards show steadily increasing means for these levels, and the Carleton grade 8 group, with about 700 cumulative hours of French instruction, had a mean score very close to that of the Ottawa grade 7 group, with about 900 hours. In Ottawa, increases over the previous grade level were significant at all levels except grade 8, while in Carleton, grades 5, 6 and 8 showed significantly higher mean scores than the grade below.

Comparisons were made with results obtained using these listening tests between 1976 and 1980. The situation is made complex by the changing time allotment for French in the Carleton Board. Ottawa OISE 1 listening means at grades 4 and 5 were close to those of earlier years. On the other hand, the Carleton means at these levels were significantly higher than earlier ones, probably reflecting the increase in the time given to French instruction. Unadjusted means on the IEA II test at grades 6 to 8 tended to be more variable for the different years, possibly as a result of a lack of comparability in the samples.

The cross-sectional study of French listening comprehension carried out in the spring of 1981 across five grade levels has generally confirmed differences found in previous years. It has supported previous findings that significant increases in mean score generally occur between one grade level and the next, and that increasing the time allotment for French instruction increases the amount of French learning. However, these results and those obtained during the limited duration of the CEL program also suggest that the distribution of time for French and the content taught also play an important part in determining the level reached.

Chapter Three

CORE FRENCH LISTENING COMPREHENSION: CROUP DIFFERENCES

INTRODUCTION

In the spring of 1981 tests of French listening comprehension and ability were administered to samples of Ottawa and Carleton core French students in grades 4 to 8. The results of this testing have been presented in Chapter Two. The present chapter will outline results on this French proficiency measure for certain subgroups of the students tested in the spring of 1981. First, since a short background questionnaire was completed by all grade 8 students, it was possible to analyze scores for these students according to a more precise definition of their exposure to French than had been possible in earlier years. A second section of this chapter examines listening scores for boys and girls separately and outlines the sex differences found across the grade levels tested.

BACKGROUND DIFFERENCES

Previous Exposure to French

The 1981 FRENCH Project contract calls for an analysis and presentation of the French speaking and listening proficiency of students in grade 8 core French in both boards on the basis of their previous background with respect to the French language. It may be recalled that the Ottawa core French program includes 30 minutes of daily French instruction in kindergarten followed by 40 minutes a day in grades 1 to 8; a student who has completed the full Ottawa core French program will have accumulated approximately 1050 hours of French instruction by the end of grade 8. Although the current Carleton core program gives this same daily time allotment for French, grade 8 students tested in the spring of 1981 had followed a program of 15 minutes per day in

kindergarten, 20 minutes per day in grades 1 through 5 and 40 minutes per day in grades 6 through 8, for a total of about 700 cumulative hours of French instruction by the end of grade 8.

The responses to the background questionnaire were used to identify groups of grade 8 students who had had similar experiences with respect to French language exposure. The following list describes the background of these groups in approximate order of amount of French exposure:

1. French in the home or other considerable experience with the French language
2. Previous experience in a francophone school
3. Left the primary-entry French immersion program during or at the end of grade 6 or grade 7
4. Left the primary-entry French immersion program during or at the end of grade 3, 4 or 5
5. Left the primary-entry French immersion program during or at the end of kindergarten, grade 1 or grade 2
6. Two years in late-entry immersion
7. One year in late-entry immersion
8. In core French for the full nine years with some extra experiences in French such as summer immersion
9. In core French for the full nine years with no extra experiences
10. Entered core French in grades 1, 2 or 3 after having no French in school
11. Entered core French in grades 4, 5 or 6 after having no French in school
12. Entered core French in grades 7 or 8 after having no French in school.

Two additional groups were also identified. The first consisted of students who claimed to have taken no French in some or all of their years in Ottawa or Carleton schools. (Presumably only some of these, such as special education students, were accurate in this claim).

A final group consisted of all others who could not be included in one of the categories above; these students covered a very wide range of previous experience. Table 3.1 gives the frequencies in each board for the various categories described above.

TABLE 3.1

NUMBER OF CASES IN SUBGROUPS, GRADE 8 CORE FRENCH, OTTAWA AND CARLETON, SPRING 1981

Category	Ottawa		Carleton	
	N	%	N	%
1. French at home	33	5.8	21	3.7
2. Previous francophone school	11	1.9	6	1.1
3. Trans. from pr. FI, gr. 6-7	13	2.3	2	0.4
4. Trans. from pr. FI, gr. 3-5	10	1.8	4	0.7
5. Trans. from pr. FI, gr. K-2	9	1.6	1	0.2
6. 2 years late-entry FI	1	0.2	na	na
7. 1 year late-entry FI	4	0.7	1	0.2
8. Full core plus extra	4	0.7	35	6.2
9. Full core, no extras	257	45.0	265	46.7
10. Entered core in gr. 1-3	18	3.2	22	3.9
11. Entered core in gr. 4-6	54	9.5	34	6.0
12. Entered core in gr. 7-8	23	4.0	15	2.6
13. No French in OBE/CBE	17	3.0	12	2.1
14. None of the above	106	18.6	117	20.6
Total	560	100.0	535	100.0

In general, groups of fewer than ten students were not analyzed separately, since it is impossible to provide reliable data for very small groups. In both boards the groups of students who had transferred from late-entry immersion include too few students to be considered on their own, and some of the groups of former primary-entry immersion students had to be combined across boards. It may also be seen from this table that over 100 students in each board were not included in further analysis because they did not fit into any of the categories described.

Gates-MacGinitie Scores

Table 3.2 shows the scores on the Gates-MacGinitie Vocabulary subtest for those groups with ten or more students. This test was administered to all Carleton Board students in the test sample and already existing scores were used for Ottawa students, as a general indication of academic ability, since the test has been found to correlate highly with intelligence measures. It will be seen that the Ottawa means are all quite similar, while in Carleton there is more variation in mean scores. For the total groups of grade 8 core French students whose results are presented in Chapter Two, vocabulary scores were used in an analysis of covariance to adjust French listening scores for ability. Here, such an adjustment process has not been carried out and Gates-MacGinitie scores are presented merely as an indication of the relative ability of the various subgroups.

TABLE 3.2

GATES-MACGINITIE VOCABULARY RESULTS FOR GROUPS OF GRADE 8 CORE FRENCH STUDENTS OF VARYING BACKGROUNDS WITH RESPECT TO FRENCH, OTTAWA AND CARLETON, SPRING 1981

Group	Ottawa			Carleton		
	Mean	SD	N	Mean	SD	N
1. French at home	24.2	6.1	28	28.2	5.2	21
2. Trans. pr. FI, gr.6-7	24.1	6.6	13	fewer than 10 cases		
8. Full core plus extra	fewer than 10 cases			26.9	7.6	35
9. Full core, no extras	24.0	6.4	244	26.3	6.3	263
10. Entered core in gr.1-3	25.5	8.6	17	30.4	6.2	22
11. Entered core in gr.4-6	24.3	6.3	53	28.8	6.7	34
12. Entered core in gr.7-8	24.6	8.7	20	32.1	6.6	15

French Listening Comprehension

Table 3.3 presents mean scores on the French listening test for groups of students with more exposure to French than the expected core program. Means for the combined group from both boards are shown as well as those for the individual boards where the number of cases is 10 or more. For these groups, there appears to be some justification for combining across boards, since the extra exposure to French is likely to be of greater influence than the difference in the two core programs.

TABLE 3.3

IEA II FRENCH LISTENING COMPREHENSION RESULTS FOR GROUPS OF GRADE 8 CORE FRENCH STUDENTS WITH EXTRA EXPOSURE TO FRENCH, OTTAWA AND CARLETON, SPRING 1981

Group	Ottawa			Carleton			Combined		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
1. French at home	25.0	8.3	33	25.1	7.8	21	25.0	8.2	54
2. Francophone school	27.4	8.9	11	< 10 cases			28.0	8.9	17
3. Trans. pr. FI gr.6-7	32.3*	3.7	13	< 10 cases			33.0*	3.8	15
4. Trans. pr. FI gr.3-5	28.1	6.0	10	< 10 cases			29.2	5.9	14
5. Trans. pr. FI gr.K-2	< 10 cases			< 10 cases			18.7	3.6	10
8. Full core plus extra	< 10 cases			19.9	5.0	35	19.8	5.1	39

* Mean for this group significantly greater than others in the same column ($p < 0.05$).

In Ottawa, not surprisingly, the mean score of the 13 students who had left primary-entry immersion in grades 6 or 7 was significantly greater than that of the 10 who had left in grades 3, 4 or 5, and similar results were found for the combined Ottawa-Carleton groups. However, students who had spent some time in francophone schools and those who professed to speak French at home tended to have lower scores than students who had recently left French immersion. It is suspected that the group of students who said they spoke French at home included some whose mother tongue was not French but who sometimes spoke French at home.

Means for groups of grade 8 students who had followed the full core program or who had joined the program after having no French in school are shown in Table 3.4. As might be expected, there is no sig-

nificant difference between the mean score of the students who had experienced the Ottawa full core program and that of the 18 who had entered it in grades 1 to 3. The mean of the Ottawa full core group, however, was significantly greater than that of the group which entered in grades 4 to 6 as well as that which entered in grades 7 and 8. Even though the means of the latter two groups did differ substantially, the difference did not quite reach statistical significance in Ottawa, although it did in Carleton. Differences between the full core groups and groups who had entered the core program later would likely be increased if scores were adjusted for ability, since differences in Gates-MacGinitie means tended to be in the opposite direction to those in French listening.

TABLE 3.4

IEA II FRENCH LISTENING COMPREHENSION RESULTS FOR GROUPS OF GRADE 8 CORE FRENCH STUDENTS WITH THE FULL CORE PROGRAM OR LESS, OTTAWA AND CARLETON, SPRING 1981

Group	Ottawa			Carleton		
	Mean	SD	N	Mean	SD	N
9. Full core, no extras	18.3	5.9	257	18.0	6.3	263
10. Entered core in gr. 1-3	18.9	4.9	18	17.0	5.4	22
11. Entered core in gr. 4-6	15.0*	4.9	53	17.8	6.3	34
12. Entered core in gr. 7-8	12.6*	4.8	22	12.7*	6.8	15

* Mean for these groups significantly less than that of the full core group in the same board ($p < 0.05$).

In Carleton, the group of 35 students who had received extra experiences, such as summer immersion, in French (as shown in Table 3.3) had a higher, but not significantly higher, mean than those who had

experienced the full core program with no extras. Moreover, there was no significant difference between the full core group and the group of 34 students who had entered the core program in grades 4 to 6 after having no previous French instruction.

Although some groups were very small and had to be eliminated from the analysis, a trend was apparent in both boards when the French listening scores of the groups were arranged in descending order. The students who had been in early immersion until grades 6 or 7, followed by those who remained until grades 3 or 4, topped the list. Those who had attended a francophone school were next, and then those who professed to speak French at home. The group of six students (not included in the tables) who had been in late-entry immersion showed the next best proficiency in French listening. Then came the full core group who had had extra opportunities, followed by those transfers from primary-entry immersion who had left between kindergarten and grade 2. The full core group with no extras, the core pupils who had entered in grades 4 to 6 and, finally, the core students who had most recently arrived in grades 7 or 8 completed the list. The group which entered core in grades 1 to 3 was the only one for which the relative position was not the same in both boards and in neither case did the mean fall where one might expect.

It may be pointed out that the results on grade 8 listening comprehension presented in Chapter Two included students who had been in the full core program, with or without extra experiences like summer immersion in French, as well as students who had transferred from immersion between kindergarten and grade 2 and those who had entered the core program in grade 1 to grade 6, or the groups designated as 5, 8, 9, 10 and 11 in this chapter. In this way it was hoped to make

the 1981 grade 8 results comparable to those of earlier years. It will be recalled that the total group in Ottawa, with about 50 per cent more time spent in French instruction, scored significantly higher ($p < 0.05$) than the Carleton group on the listening comprehension test after results were adjusted for ability, using Gates-MacGinitie vocabulary scores as covariates.

It may be seen from the tables presented in this section that there was a very wide range of mean scores for the various subgroups considered here, some of which were very small. In larger groups of similar backgrounds, it is likely that more significant differences would be found. These findings do, however, point out the extremely varied French listening proficiency of these students, all of whom are found within the regular core French classroom, presenting a wide variety of individual needs to the core French teacher.

SEX DIFFERENCES

Although differences in French listening comprehension scores between boys and girls had not been investigated previously with students at the grade 4 or 5 level, an examination of such differences had been carried out for samples tested in 1979 and 1980, including students at the grade 6 to 8 levels for whom the IEA II constituted the listening comprehension measure used. In 1979, when grade 7 samples in both boards were tested, it was found that there was a significant difference in mean score between girls and boys in both boards. In 1980 differences were found between boys and girls in both boards at the grade 7 and grade 8 levels, and in Carleton also at the grade 6 level. On the Henmon-Nelson test, which was used as the ability covariate in 1979 and 1980, differences consistently favoured the boys, sometimes significantly so. Thus differences in listening comprehension between

boys and girls tended to be increased by the process of adjusting for ability.

The 1981 testing has provided an opportunity to examine whether such differences between boys and girls could be replicated using large samples in both boards, not only using the IEA II test at the grade 6, 7 and 8 levels, but also using the OISE 1 listening test at grades 4 and 5. First, Table 3.5 gives results, for boys and girls separately, on the Gates-MacGinitie vocabulary test which was used with these students to adjust for ability.

TABLE 3.5

SEX DIFFERENCES IN GATES-MACGINITIE VOCABULARY SCORES†, GRADES 4 to 8, OTTAWA AND CARLETON

Grade	Board	Girls			Boys		
		Mean	SD	N	Mean	SD	N
4	Ottawa	30.4	6.3	218	29.9	6.7	277
	Carleton	29.9	5.7	331	30.1	6.2	439
5	Ottawa	34.4	4.9	149	34.6	5.5	168
	Carleton	33.9	5.7	358	34.8*	5.8	343
6	Ottawa	35.8	5.6	258	37.2*	5.4	279
	Carleton	36.7	5.6	272	37.0	5.7	354
7	Ottawa	24.1	9.1	176	24.8	6.8	190
	Carleton	23.2	6.1	244	23.3	6.9	301
8	Ottawa	23.4	5.8	177	25.0*	6.9	186
	Carleton	26.2	6.1	198	27.8*	6.8	184

† Since different levels of the test were used for grades 4 to 6 and 7 to 8, it is not appropriate to compare between these grade levels.

* Mean for boys is significantly greater than that for girls in the same board ($p < 0.05$).

An initial examination of unadjusted mean scores on the OISE 1 French listening comprehension test shows Ottawa girls performing

significantly better than Ottawa boys at grades 4, 5 and 6, while in Carleton differences did not reach significant levels. Since there were some differences in ability, as shown in Table 3.5, it is preferable to examine adjusted French listening scores for these groups of students. Since differences in Gates-MacGinitie means tend to be in the opposite direction to those on the listening test, the adjustment process would be expected to increase differences between groups.

Table 3.6 presents adjusted mean scores on the OISE 1 French listening test for groups of girls and boys at the grade 4, 5 and 6 levels in both boards. It may be seen from this table that in Ottawa girls scored significantly higher on this test than boys at all three levels. In Carleton the difference reached significance only in grade 5; a larger difference between the relatively small grade 6 groups in Carleton did not reach significance.

TABLE 3.6

SEX DIFFERENCES IN ADJUSTED OISE 1 FRENCH LISTENING SCORES, GRADES 4 TO 6 CORE FRENCH, OTTAWA AND CARLETON, SPRING 1981

Grade	Board	Cum. hrs of French	Girls			Boys		
			Mean	SD	N	Mean	SD	N
4	Carleton	405	13.8	5.3	329	13.6	6.4	439
	Ottawa	570	17.6**	7.1	216	15.9	7.0	277
5	Carleton	465	16.9***	6.6	358	15.2	6.9	342
	Ottawa	690	20.0**	8.7	148	17.1	8.7	167
6	Carleton	525	20.6	8.6	28	18.1	7.9	44
	Ottawa	810	22.7**	8.1	154	20.2	8.6	180

** Mean for girls is significantly greater than that for boys in the same board ($p < 0.01$).

*** Mean for girls is significantly greater than that for boys in the same board ($p < 0.001$).

In the case of the IEA II test given in grades 6, 7 and 8, significant differences existed between mean scores of boys and girls at all three levels in both boards. Table 3.7 presents the adjusted mean listening scores of these groups. It may be seen that sex differences remained after adjustment in all cases.

TABLE 3.7

SEX DIFFERENCES IN ADJUSTED IEA II FRENCH LISTENING SCORES, GRADES 6 TO 8 CORE FRENCH, OTTAWA AND CARLETON, SPRING 1981

Grade	Board	Cum. hrs. of French	Girls			Boys		
			Mean	SD	N	Mean	SD	N
6	Carleton	525	17.0***	5.8	272	15.0	5.6	351
	Ottawa	810	18.2***	6.0	254	16.0	6.1	269
7	Carleton	585	17.4***	5.9	244	15.4	5.8	300
	Ottawa	930	19.2*	6.4	176	17.9	6.1	185
8	Carleton	705	19.7***	6.1	270	17.4	6.2	258
	Ottawa	1050	20.4***	7.1	251	17.5	6.9	273

* Mean for girls is significantly greater than that for boys in the same board ($p < 0.05$).

*** Mean for girls is significantly greater than that for boys in the same board ($p < 0.001$).

SUMMARY

This chapter has presented the results of two comparisons of listening comprehension scores for different types of subgroups of the 1981 core French samples. The first investigation concerned the differences among grade 8 subgroups based on their background with respect to French language exposure, while the second involved differences between listening comprehension of boys and girls in grades 4 to 8 in both boards.

Grade 8 students were divided into 14 subgroups based on their responses to a background questionnaire; ten of these groups included enough students to permit analysis. Only about half of the students in the grade 8 core samples had actually experienced the full nine-year core program. Some had transferred from primary- or late-entry immersion or in other ways had received extra exposure to French in the home, in a francophone school, summer immersion program or similar means. Other sizeable groups of students indicated that they had entered the Ottawa or Carleton core French program without any previous exposure to French instruction.

In general, mean scores on the IEA II French listening test were found in the same order as the overall exposure to French experienced by the group. However, not all differences between these frequently small groups were statistically significant. There is, however, great diversity among students in a grade 8 core French program, both in the exposure to French that they may have experienced and in their proficiency in the language.

The previous finding that girls tend to score higher than boys on French listening comprehension tests, although they have equal or lower scores on ability measures, has been confirmed by the 1981 results. Differences between the means of boys and girls were found at all levels, except grade 4 in Carleton, where the test appeared quite difficult for these students, and on one of the tests in grade 6 in Carleton, where the number of students tested was relatively small. The extent of the differences found would indicate that this might be a profitable area for those responsible for core French programs to explore.

Chapter Four

FRENCH SPEAKING TEST RESULTS FOR GRADE 8 CORE FRENCH STUDENTS

INTRODUCTION

This chapter deals with results of the French speaking test which was administered to a subsample of the Ottawa and Carleton grade 8 core French students who were given a listening comprehension test in the spring of 1981. As described in the previous chapters, the Ottawa students had received 30 minutes of daily French instruction in kindergarten, followed by 40 minutes a day in grades 1 to 8, for a total of 1050 cumulative hours of French instruction by the end of grade 8. Carleton Board students had received the same daily time allotment as the Ottawa students in grades 6 through 8, but only half as much as the Ottawa group in kindergarten to grade 5, giving them a total of 705 cumulative hours of French instruction.

In order to assess the French speaking proficiency of grade 8 students in core French programs in both boards, a three-part test was devised, for administration on a one-to-one basis. Part 1 consisted of the vocabulary section of the Pimsleur Speaking Test, Form A (Harcourt Brace Jovanovich, 1967), in which the student was to identify in one word each of 27 pictures. In Part 2 the pupil was asked to respond in complete French sentences to ten questions. These questions had been composed during 1970-71 and revised the following year by staff of the Cultural Centre for Intensive French (CCIF) of the Ottawa Board of Education for use with grade 8 students who spent two weeks at this school. Part 3 of the test, developed as part of an Ottawa Board city-wide testing program, required the student to answer eight questions about a display of a number of familiar classroom objects. The various parts of the test had been given to other groups on one or more occa-

sions. Testing of a random sample of students from the same schools where the French listening testing took place was administered by one trained francophone tester. Scoring was also done by the same tester after participating in a training session involving practice in scoring sample tapes.

RESULTS

Mean Scores

The three-part speaking test was administered to a total of 106 grade 8 students in Ottawa and 100 in Carleton, representing approximately 20 per cent of the grade 8 students taking the listening test. Table 4.1 presents results for groups of students which are comparable to those taking the test in previous years. Excluded from this table are scores of students known to have entered the core program from immersion after grade 2, those who entered within the previous two years after having had no experience in French instruction, and a few other students who were deemed for one reason or another to be unrepresentative of the group.

TABLE 4.1

FRENCH SPEAKING TEST RESULTS, GRADE 8 CORE FRENCH, OTTAWA AND CARLETON, SPRING 1981

Part	Ottawa: 1050 hrs.			Carleton: 705 hrs.		
	Mean	SD	N	Mean	SD	N
Part 1: Vocabulary (max 27)	15.2	6.0	86	15.9	5.7	86
Part 2: CCIF Questions (max 30)	14.0	8.1	86	12.8	7.5	86
Part 3: Classroom Objects (max 32)	14.8	9.4	86	12.3	7.9	86
Total (max 89)	43.6	21.7	86	40.7	19.7	86

The total mean score for the Ottawa group was somewhat higher than that for the Carleton group, but this difference was not statistically significant. It will be noted, however, that the Ottawa group tended to be more variable than the Carleton one. When the part scores on the test were examined, it was found that the Ottawa group tended to score higher than the Carleton group on the CCIF questions and the questions about classroom objects, but the Carleton group had a slightly higher score on the vocabulary subtest. None of these differences was significant, however. This finding is in keeping with the lack of difference found between the unadjusted mean scores for the larger Ottawa and Carleton groups on the French listening test.

Further differences between the groups from the two boards may be illustrated by graphical representation of the frequency distributions of the test scores. Such distributions are given in Working Paper 139, both for the total speaking test scores and for the three subtests, and illustrate the slightly different patterns of scores in the two groups.

Item Analysis

Table 4.2 shows the per cent of students giving the correct answer to each item in the vocabulary subtest for the 1981 groups deemed comparable to those analyzed the previous year. The results for the 1980 groups are also included in this table. Generally, words which were not well known by students in one board were not very familiar to those in the other board either, although a few words like *argent* and *couteau* seemed to be more familiar to Carleton students.

Words such as *école, fleur, yeux, chien* and *chapeau* were given correctly by at least 80 per cent of the students in all four groups.

Tasse and *montagne*, on the other hand, were the least well known, being given by only approximately 20 per cent of the 1981 samples.

It may be seen that for several words, the percentage with correct responses differed substantially between the grade 8 samples of the two years. In Carleton, the percentage of students who knew the word *argent* increased from 38 per cent in 1980 to 62 per cent in 1981, while in Ottawa the percentage stayed about the same. The group of words which showed an improvement of 12 or more percentage points included also *bibliothèque*, *pain* and *chaussure/soulier*. *Montagne* and *boîte* were correctly given by a smaller proportion of students in both boards in 1981, while *bateaux*, *tasse*, *gâteau* and *couteau* appeared to be less well known in Ottawa in 1981.

The changes in the per cent of correct responses is reflected in the changes in the mean scores, shown at the bottom of the table. It may be seen that the two Carleton means were almost identical, while the Ottawa mean shows a slight, but not significant, decrease.

TABLE 4.2

ITEM ANALYSIS: FRENCH SPEAKING TEST, PART 1 (VOCABULARY), GRADE 8, OTTAWA AND CARLETON, 1980 AND 1981

	Percent responding correctly			
	CBE 1980	CBE 1981	OBE 1980	OBE 1981
1. *fenêtre*	83	76	91	83
2. *robe*	41	44	39	40
3. *famille, gens*	76	74	72	62
4. *beurre, fromage*	68	78	75	69
5. *école*	86	85	88	88
6. *fleur*	87	86	86	87
7. *chaise*	89	78	82	83
8. *journal*	29	32	32	22
9. *bateaux*	57	67	70	57
10. *tasse*	20	17	39	21
11. *pied*	80	79	77	69
12. *gâteau*	79	76	84	64
13. *petit déjeuner*	38	41	35	42
14. *yeux*	91	84	93	86
15. *bibliothèque*	39	52	56	50
16. *montagne*	38	25	40	21
17. *légumes*	30	31	28	38
18. *chien*	90	95	98	94
19. *argent*	38	62	37	35
20. *boîte*	52	40	49	31
21. *neige, hiver*	67	64	75	67
22. *couteau*	42	45	37	22
23. *ville*	29	30	33	36
24. *chapeau*	81	91	90	85
25. *cuisine*	64	62	44	48
26. *chaussure, soulier*	43	51	40	64
27. *pain*	50	62	58	57
Mean score	15.8	15.9	16.5	15.2
Standard deviation	5.7	5.7	5.2	6.0
Number of cases	90	86	57	86

Table 4.3 examines the mean score on each of the CCIF questions for Ottawa and Carleton groups in each of the two years. Responses to these questions were rated on a scale from 0 to 3 depending on number and severity of errors. It will be observed that the first question was by far the easiest for the 1981 groups, followed by the seventh question. Although the test was scored by different people in the two years, every attempt was made to try and use the same criteria for marking. Minor discrepancies could thus arise, but it is most unlikely that there would be major differences; some caution must be observed, however, in any comparison of scores between the two years. It seems that the questions involving the past and future tenses (items 5, 6 and 8) continued to cause difficulty. The one using the past tense of a reflexive verb (item 4) appeared to have somewhat better success in both groups than in the previous year. An examination of the mean scores for this part of the test shows that, as in Part 1, the Carleton group mean was almost identical to that of the 1980 group, while the Ottawa group had a mean score that was slightly but not significantly, lower than that of the previous year.

TABLE 4.3

ITEM ANALYSIS: FRENCH SPEAKING TEST, PART 2 (CCIF QUESTIONS), GRADE 8, OTTAWA AND CARLETON, 1980 AND 1981

Question	Mean score on item†			
	CBE 1980	CBE 1981	OBE 1980	OBE 1981
1. *Quel est ton nom?*	2.3	2.3	2.5	2.3
2. *Est-ce que tu viens à l'école en autobus?*	1.6	1.3	2.0	1.4
3. *De quelle couleur sont tes yeux?*	1.5	1.1	1.4	1.3
4. *Est-ce que tu t'es brossé les cheveux ce matin?*	0.7	1.2	0.9	1.1
5. *Est-ce que tu aimes mieux jouer au tennis ou faire du ski?*	0.7	1.1	1.1	1.2
6. *As-tu écouté la radio hier soir?*	1.4	0.9	1.5	1.2
7. *Est-ce que tu aimes manger au restaurant?*	1.4	1.6	1.9	1.7
8. *Est-ce que tu vas travailler ce soir?*	0.8	1.0	1.2	1.1
9. *Quelle sont les quatre saisons de l'année?*	0.9	0.8	1.5	1.3
10. *Est-ce que tu peux chanter en français?*	1.6	1.1	1.5	1.2
Mean score	12.8	12.8	15.5*	14.0
Standard deviation	6.9	7.5	6.6	8.1
Number of cases	83	86	57	86

* Mean for this group is significantly greater than that for the other board in the same year ($p < 0.05$).

† Items were scored on a scale from 0 to 3.

In Table 4.4 are presented the mean scores on each of the questions in Part 3 for both boards. As was mentioned earlier, these questions pertained to an array of familiar classroom objects which were set out on a table before the student; an indication is given in the table of the essential element to be included in each response which was to be a complete French sentence. In scoring these questions a five-point scale (from 0 to 4) was used, and hence direct comparisons should not be made with the questions in Part 2. It is also likely that the testers in 1980 and 1981 varied somewhat in their scoring procedures, so that scores may not be comparable in the two years; however, it was found that the relative difficulty of the items did not differ much between the two years. It may be seen from Table 4.4 that the mean item score for Ottawa was higher than that for Carleton on all but item 7, on which both boards had the same mean score. The two questions (items 4 and 5) dealing with the colour of objects were the best done. In the first three items, students had difficulty with prepositions.

TABLE 4.4

ITEM ANALYSIS: FRENCH SPEAKING TEST, PART 3 (CLASSROOM OBJECTS), GRADE 8, OTTAWA AND CARLETON, 1981

Question and essential parts of response	Mean score on item†	
	Ottawa	Carleton
1. *Où est le cahier? (sous le livre)*	1.9	1.7
2. *Où sont les enveloppes? (dans la boîte)*	1.4	1.1
3. *Est-ce que la règle est derrière la boîte? (non, devant la boîte)*	1.7	1.4
4. *Quelle couleur est la boîte? (blanche)*	2.2	2.1
5. *Quelle couleur est la règle? (verte)*	2.6	2.3
6. *Vois-tu une photo dans la boîte? (non, les enveloppes)*	1.6	1.1
7. *Quel mois est-ce? (mai ou juin)*	1.3	1.3
8. *Combien de jours y a-t-il (dans le même mois qu'au #7)*	1.7	1.2

† Items were scored on a scale from 0 to 4.

Group Differences

When French speaking scores were examined for the groups of various backgrounds which were described in the last chapter, it was found that many of the groups included too few students to analyze. However, three groups were of sufficient size to be interesting; those students who had experienced the full core program, those who had transferred from primary-entry immersion during grade 3, 4 or 5, and those who entered the

core program in grade 4 to 6 after having had no previous French instruction. Table 4.5 presents the mean scores on the total French speaking test for these three groups. A group of four students who had left primary-entry immersion for the core program only in grade 6 or 7 scored even higher on the speaking test, as might be expected.

TABLE 4.5

FRENCH SPEAKING RESULTS FOR GROUPS OF GRADE 8 CORE FRENCH STUDENTS HAVING VARYING BACKGROUNDS WITH RESPECT TO FRENCH, OTTAWA AND CARLETON, SPRING 1981

Group	Ottawa			Carleton		
	Mean	SD	N	Mean	SD	N
4. Trans. pr. FI, gr.3-5	69.1**	9.5	10	fewer than 10 cases		
9. Full core, no extras	49.8	18.5	60	41.7	18.0	71
11. Entered core in gr.4-6	22.9**	14.8	22	25.8**	22.1	11

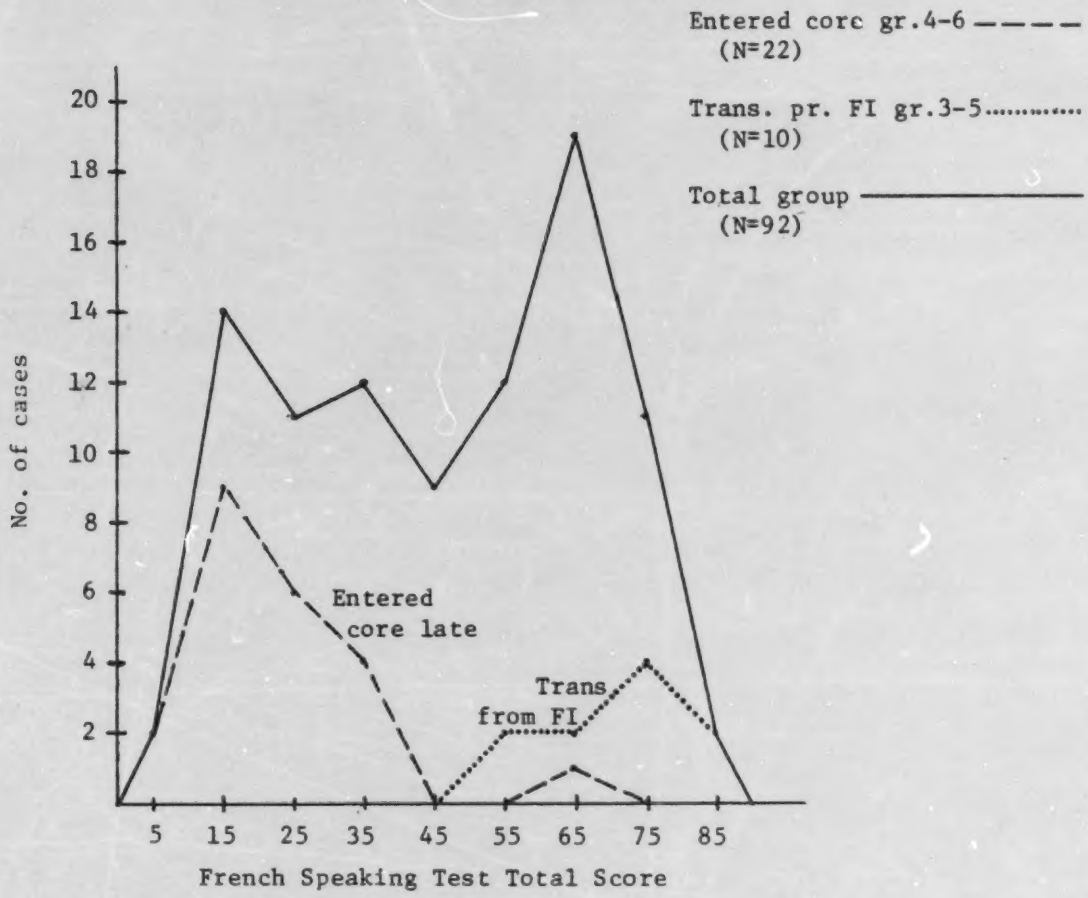
** Mean for this group significantly different from that for the full core group in the same board ($p < 0.01$).

In both boards mean scores of the groups which entered core in grades 4 to 6 after having no French previously were significantly below those of students who had been in the program since the beginning ($p < 0.01$). The Ottawa students who had been in immersion until grade 3, 4, or 5 also performed significantly better than the group having the full core program ($p < 0.01$). Thus the French speaking results tended to duplicate those of the French listening test. The only exception was that in Carleton, the French listening mean score of the small group which had entered core in grades 4 to 6 after no French was not significantly different from that of the group which had experienced the full core program.

Figure 4.1 shows the frequency distributions on the French speaking total score for the Ottawa students whose scores are included in Table 4.5. It may be seen that the group from immersion was concentrated at the upper end of the range and that, with one exception, the students who had no French prior to entering the core program in grades 4 to 6 scored at the lower end of the scale. The performance of these groups may be seen in relation to the bimodal distribution for the total group of 92 students which is shown by a solid line in the figure.

FIGURE 4.1

DISTRIBUTION OF FRENCH SPEAKING TOTAL TEST SCORES
FOR OTTAWA GRADE 8 CORE FRENCH GROUPS HAVING VARYING BACKGROUNDS
WITH RESPECT TO FRENCH, SPRING 1981



SUMMARY

This chapter has presented the results of administering a three-part French speaking test to a group of about 100 students in each of the Ottawa and Carleton Boards. These students constitute a subsample of the group of students who were given a French listening comprehension test in the spring of 1981.

Although some differences were found in the distribution of the scores in the two boards and in the relative proficiency of the two groups on the various parts of the test, differences between boards were not significant, either for the test as a whole or on the individual parts. It will be recalled also that the mean listening comprehension scores of the groups from the two boards did not differ significantly before adjustment for differences in ability.

Item analysis information reflects the small differences found between groups from the two boards in 1981 and between 1980 and 1981 samples. On the vocabulary subtest, some changes were noted in the per cent of students identifying the words, but in general words which were not well known by the group in one board or year also proved difficult for the other groups. Questions involving the past or future tenses continued to cause difficulty, as did certain prepositions, while questions about the colour of an object were relatively easy for these grade 8 students.

In both boards the mean score of students who had entered the core program in grades 4 to 6 after no previous French instruction was significantly lower than that of the group which had experienced the full core program. In Ottawa also the group which had been in immersion up to grade 3, 4 or 5 scored significantly higher than the full core group.

Additional details concerning the distribution of scores on the French speaking test and about the relationship between speaking and listening comprehension scores may be found in Working Papers 139 and 144.

SECTION II

HIGH SCHOOL PROGRAMS

Chapter Five

FRENCH PROFICIENCY: HIGH SCHOOL PROGRAMS, GRADE 10

INTRODUCTION

In 1981 the contract with the Ministry also required the examination of the French proficiency of students in bilingual high school programs at the grade 10 and 12 levels. Although it was possible for students to enter these bilingual programs at grade 9 without immersion experience, most of the students enrolled in such a program were in fact graduates of a late-entry or primary-entry immersion program. In 1980-81 for the first time primary-entry students were present in sufficient numbers at the grade 10 level in Ottawa and Carleton to constitute two relatively small separate analysis groups. The following year, 1981-82, will find the sizeable group of students who entered kindergarten immersion in the fall of 1971 at the grade 10 level. The results of testing done in the spring of 1981 with the grade 10 bilingual-program classes in both systems are presented in this chapter. Also included are the results of testing two other groups, grade 10 Special French program students and a group of grade 10 regular program students who had once been in late-entry immersion.

Programs and Groups Studied

The main criterion for inclusion in an analysis group for the grade 10 bilingual-program students was enrolment in the French language course at that level, a course taken by most of these students. Through the tracing procedures used, background information for these students was available, and students were assigned to analysis groups on this basis.

In Ottawa, graduates of both primary- and late-entry immersion programs, as well as students with a variety of other backgrounds, were

present in grade 10 bilingual programs in three schools. In Carleton the situation was somewhat different, since the graduates of the late-entry program tended to be in bilingual programs at three schools, while those from primary-entry were at two different ones.

A second group studied consisted of students taking the grade 10 Special French course offered at three Ottawa Board schools and designed for graduates of a primary- or late-entry immersion program who did not wish to enter a full bilingual program. Also tested at this level were students in the regular core French classes who had experienced the late-entry program. The identification of such students, who were scattered throughout Ottawa secondary schools, was made possible through the continued tracing that had been carried out each year. Since these students were in classes with other pupils whose exposure to French had been considerably less and whose level of French proficiency was therefore undoubtedly lower, it was important to see how they were performing after a couple of years in a core program.

Table 5.1 shows the number of years in immersion and the cumulative time spent in French instruction up to grade 10 for the main groups of students. Generally, a student was included in the primary-entry group if he had been in the program since grade 4 or earlier. Late-entry immersion students entered that program in grade 6 in Ottawa and grade 7 in Carleton and had followed a 20-minute per day core French program prior to entering the immersion or bilingual program. However, in grade 6 and thereafter, the two boards had differing percentages of instructional time in French, resulting in a cumulative time of about 600 hours more for Ottawa late-entry groups by the end of grade 10.

TABLE 5.1

TIME SPENT IN FRENCH BY STUDENTS IN GRADE 10 PROGRAMS IN OTTAWA AND CARLETON, 1980-81

Grade	Ottawa				Carleton			
	Primary-entry		Late-entry		Primary-entry		Late-entry	
	% in Fr.	Cum. hrs.	% in Fr.	Cum. hrs.	% in Fr.	Cum. hrs.	% in Fr.	Cum. hrs.
K	100	450	10	40	100	450	10	40
1	100	1350	7	100	100	1350	7	100
2	80	2070	7	160	80	2070	7	160
3	80	2790	7	220	80	2790	7	220
4	80	3510	7	280	75	3460	7	280
5	80	4230	7	340	65	4050	7	340
6	50	4680	100	1240	50	4500	14	460
7	50	5130	50	1690	50	4950	80	1180
8	50	5580	50	2140	50	5400	80	1900
9	50	6030	50	2590	42*	5780*	30	2170
10	50	6480	50	3040	42*	6150*	30	2440

* Since these pupils may take from 1 to 4 courses in French per year, these figures represent the average number of courses taken by the actual group whose scores were analyzed.

The cumulative times for the Ottawa and Carleton primary-entry students were similar, provided the students had taken four subjects in French at each of grades 9 and 10, as is generally done in Ottawa. In Carleton, however, pupils took from one to four courses in French per year, although almost all of them had a total of at least five. The figure presented in the table for this group is the average cumulative time for the students whose results were included in the analysis. This represented an average of about 7 courses in French over the two year period. The maximum possible for a Carleton student who had accumulated a total of eight courses in French by the end of grade 10 would be 6300 hours.

In previous years several other analysis groups were included, but it was felt that not enough was known about the backgrounds of students who had attended francophone or English separate schools to justify presenting data separately for these groups. Several other 1981 groups were too small for separate consideration.

Instruments

The grade 10 students in the bilingual program were given tests of French proficiency to measure their skills in listening comprehension, reading and writing. A French cloze test was administered, as was a test of French designed for francophone students at the grade 10 level in Quebec. It was also possible to obtain ability scores from grade 9 for most of the Ottawa Board students. The tests are described more fully below.

IEA Tests. A series of tests in French as a second language was developed by the International Association for the Evaluation of Educational Achievement (Carroll, 1975). The listening comprehension, reading and writing tests used with students in the grade 10 bilingual program were the most difficult in the series; the listening and reading were designed for the IEA Population IVS, while the writing was for Population IV. The Population IV tests were originally intended for students who had received three or four years of secondary level French instruction; Population IVS students were the subset of students who planned to specialize in French at a post-secondary institution. The listening test contains 37 items in which the student is required to select from pictured or written alternatives the correct answer to questions about the recorded French selections. The 36 multiple-choice items in the reading test are designed to measure the students' ability to comprehend written French material. The writing test consists of 42 completion-type items requiring the student to supply a variety of different types of words.

Test de mots à trouver (Cloze test). The Test de mots à trouver, Niveau C, a 25-minute French competency test developed by the Ontario Institute for Studies in Education for use with immersion classes, is a good measure of global language proficiency. In it the student is presented with a text of about 300 words in which every seventh word is omitted; students are required to supply the 50 missing words and write them in the blanks provided. In the acceptable word method of scoring such a test, a mark is given for any suitable word, while in the exact word method credit is only given for the precise word found in the original text. All scores presented in this report are based on the exact word method, which provides results which correlate highly with those obtained by the other method.

Test de français, secondaire IV. This is one of a series of tests developed within the Quebec school system to measure reading and language usage of its francophone students and intended for use with grade 10 francophone students in Quebec. Only the last section of this test was administered in 1981. These 60 items are concerned with vocabulary, paragraph completion and identification of grammatical errors. The remaining parts of the test overlapped considerably with the content of other tests used at this level.

Test de français, secondaire I. This level of the Quebec series for francophone students was given only to students taking grade 10 Special French and to the grade 10 former late-entry immersion students taking core French in 1981. The 35-item test, designed for the first year of the Quebec five-year secondary sequence, measures reading and language usage. These groups also took the French cloze test.

Ability measure. For students in Ottawa, scores on the Verbal Reasoning (VR) subtest of the Differential Aptitude Test (DAT), Form L, were available from the city-wide testing program at the grade 9 level. This subtest consists of 50 multiple-choice items using verbal analogies.

RESULTS

Grade 10 Bilingual Program, 1981

In Carleton, it was necessary to resolve several questions about how to group the students for analysis purposes, since within both the primary- and the late-entry group there were differing backgrounds with respect to instruction in French. The primary-entry group, once in high school, was able to take from one to four courses in French per year. A tabulation was therefore made of the number of courses in French each student had accumulated since entering high school. As very few had taken less than a total of five courses, two initial

groups were examined: those with seven or eight courses, and those with five or six. Although the group with the fewer courses in French had slightly higher mean scores on all the five measures given, none of these differences was statistically significant. It was decided to combine these two groups into one Carleton primary-entry group for further analysis and presentation of results. As shown earlier, the average cumulative time of the total group was found to be about 6150 hours.

Another problem in classification involved the Carleton late-entry students in grade 10 since about 17 per cent of them had experienced extended French prior to their late-entry immersion program. Once again, the results of two groups were analyzed separately. On three of the five tests no significant differences were found; however, the group without extended French performed very much better on the IEA IVS listening ($p < 0.001$), and somewhat worse on the Test de français IV ($p < 0.05$). It was therefore decided to present only the results of the group of about 60 students who had experienced the late-entry program alone prior to grade 9.

These problems did not arise in the Ottawa Board where students had not had the opportunity of an elementary extended French program and students from both elementary immersion streams tended to take about half their course load, or four courses, in French in each of grades 9 and 10. In order to obtain an Ottawa Board bilingual certificate, 13 high school credits for courses taken in French are required. It may also be recalled that in Ottawa students from both streams attended the same three high schools and assignment to classes depended on results of a placement test.

The results on the various tests of French proficiency taken by the grade 10 bilingual-program students are presented for each test or group of tests separately. Comparisons are made among the 1981 groups and, where possible, with results of previous years.

IEA tests. The results for the IEA French listening, reading and writing tests are presented in Table 5.2 for the primary- and late-entry groups in both boards. In both these programs the Carleton Board groups scored higher on all three IEA tests than the Ottawa Board. These differences were significant except in the case of the reading test for the primary-entry groups and the listening comprehension for the late-entry ones.

When one compares the results between primary- and late-entry groups in the same board, it may be seen that in each case the primary-entry group had a higher mean score than the late-entry group. All of the differences were significant except in the case of listening comprehension in Ottawa.

TABLE 5.2

GRADE 10 FRENCH PROFICIENCY RESULTS: IEA TESTS,
BILINGUAL PROGRAM, OTTAWA AND CARLETON, SPRING 1981

Group	IEA IVS Listening			IEA IVS Reading			IEA IV Writing		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
From primary-entry									
Ottawa (6480 hrs.)	22.3	6.3	30	24.0†	6.6	30	28.2†	5.7	29
Carleton (6150 hrs.)	28.5*†	4.0	44	27.5†	4.1	39	32.8*†	4.4	39
From late-entry									
Gr. 6 entry Ottawa (3040 hrs.)	19.7	5.7	61	19.1	6.0	60	23.5	6.8	60
Gr. 7 entry Carleton (2440 hrs.)	21.4	5.0	60	22.3*	4.4	61	27.1*	5.6	61

* Mean of this group significantly greater than that of the group in the same program in the other board ($p < 0.05$).

† Mean of this group significantly greater than that of the late-entry group in the same board ($p < 0.05$).

Test de français. Results on the Test de français, secondaire IV, for the four groups are given in Table 5.3. It will be seen that both primary-entry groups scored significantly higher on this test than the late-entry group in the same board. There was no significant difference between the groups in the same program but in different boards.

Table 5.4 presents the results of these same groups on the individual sections of the parts of this test which were administered. The only significant difference between the two boards in the same program was on the vocabulary section of the test, on which the Carleton late-entry group performed better than the Ottawa late-entry group.

TABLE 5.3

GRADE 10 BILINGUAL PROGRAM FRENCH PROFICIENCY RESULTS:
TEST DE FRANCAIS, SEC. IV, TOTAL SCORE, OTTAWA AND CARLETON, SPRING 1981

Group	Test de français, sec. IV, (max 60)		
	Mean	SD	N
From primary-entry immersion			
Ottawa (6480 hrs.)	25.4†	7.3	29
Carleton (6150 hrs.)	27.9†	8.9	40
From late-entry immersion			
Gr. 6 entry Ottawa (3040 hrs.)	19.7	6.4	61
Gr. 7 entry Carleton (2440 hrs.)	21.9	5.4	61

† Mean of this group significantly greater than that of the late-entry group in the same board ($p < 0.05$).

TABLE 5.4

GRADE 10 BILINGUAL PROGRAM FRENCH PROFICIENCY RESULTS:
TEST DE FRANCAIS, PART SCORES, OTTAWA AND CARLETON, SPRING 1981

Group	Paragraphes (max 15)		Vocabulaire (max 15)		Orthographe (max 30)		N
	Mean	SD	Mean	SD	Mean	SD	
From primary-entry							
Ottawa (6480 hrs.)	6.2	2.2	6.8†	2.9	12.4†	4.3	29
Carleton (6150 hrs.)	7.0†	2.9	7.6	2.8	13.3†	5.1	40
From late-entry							
Ottawa (3040 hrs.)	5.3	2.2	5.0	2.9	9.4	3.8	61
Carleton (2440 hrs.)	5.6	1.8	6.4*	2.2	9.9	3.8	61

† Mean of this group significantly greater than that of the late-entry group in the same board ($p < 0.05$).

* Mean of this group significantly greater than that of the group in the same program in the other board ($p < 0.05$).

Upon examination of the differences between primary- and late-entry immersion, it will be seen that both the primary-entry groups had significantly higher mean scores (†) on two of the three subtests compared to the late-entry group in the same board.

It is possible to compare these results to those achieved by the Quebec francophone norming group at secondaire IV, shown in Table 5.5. In the section on Paragraphs the four grade 10 group means fell between the 20th and 40th percentiles. In other words, for the best of the groups, the average student has a score higher than about 40 per cent of the francophone students. Similarly on the Vocabulary test, the mean scores of the four groups fell between the 10th and the 40th percentile. On the Spelling subtest, the two late-entry groups scored between the 10th and 20th percentile and the primary-entry groups near the 30th percentile.

TABLE 5.5

NORMATIVE DATA FOR TEST DE FRANCAIS, SECONDAIRE IV,
ADAPTED FROM PROVINCE OF QUEBEC FRANCOPHONE NORMS, 1975-76

Percentile	Raw score		
	Paragraphes	Vocabulaire	Orthographe
98-99	14-15	15	27-30
95	13	14	24-26
90	12	13	22-23
85	11	12	21
80	10	11	20
70		10	18-19
60	9		17
50	8	9	15-16
40	7	8	14
30	6	7	12-13
20	5	6	10-11
10	4	5	8-9
5	3	3-4	5-7
1	0-2	0-2	0-4

Test de mots à trouver (Cloze test). The spring 1981 grade 10 results on the Test de mots à trouver are shown in Table 5.6. In both boards the primary-entry group at grade 10 had significantly higher scores than the late-entry group there, but there were no significant differences between the two boards for either primary- or late-entry programs.

TABLE 5.6

GRADE 10 BILINGUAL PROGRAM FRENCH PROFICIENCY RESULTS: TEST DE MOTS A TROUVER, OTTAWA AND CARLETON, SPRING 1981

Group	Test de mots à trouver (max 50) Mean	SD	N
From primary-entry immersion			
Ottawa (6480 hrs.)	33.4†	5.2	33
Carleton (6150 hrs.)	34.7†	3.7	43
From late-entry immersion			
Gr. 6 entry Ottawa (3040 hrs.)	29.7	4.6	61
Gr. 7 entry Carleton (2450 hrs.)	31.0	4.7	61

† Mean of this group significantly greater than that of the late-entry group in the same board ($p < 0.05$).

Aptitude tests. As mentioned earlier, results were available in Ottawa on the verbal reasoning subtest of the Differential Aptitude Test (DAT). The mean scores were almost the same: 27.7 for the primary-entry group and 27.9 for the late-entry group. It seems, then, that the two groups differed little on this verbal reasoning measure, and hence differences in French proficiency of primary- and late-entry groups in this board cannot be explained by differences in scholastic

aptitude. However, similar information was not available for the Carleton groups.

Comparison with previous years. It will be recalled that 1980-81 was the first year that sufficient primary-entry students were present in grade 10 to permit analysis of their test results. However, it is possible to compare the three IEA test results of the late-entry groups to those of previous years. Table 5.7 shows the results on the same tests taken by grade 10 bilingual-program students in different years.

TABLE 5.7

FRENCH PROFICIENCY RESULTS, GRADE 10 BILINGUAL PROGRAM AFTER LATE-ENTRY IMMERSION, OTTAWA AND CARLETON, 1977-1981

Group	IEA IVS Listening (max 37)			IEA IVS Reading (max 36)			IEA IV Writing (max 42)		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
1981 Ottawa	19.7	5.7	61	19.1	6.0	60	23.5	6.8	60
1980 Ottawa	24.3*	3.6	43†	22.4	5.5	66	26.1	5.0	67
1978 Ottawa	24.3*	4.7	16	22.3	6.3	13	26.7	6.0	20
1981 Carleton	21.4	5.0	60	22.3*	4.4	61	27.1*	5.6	61
1980 Carleton	19.5	5.8	58	22.5	5.6	59	28.1*	6.2	59
1978 Carleton	20.6	6.6	49	20.6	5.7	49	25.3	7.6	50
1977 Carleton	24.3	5.3	27	24.6	6.0	25	26.3	7.8	24

* Mean of this group significantly greater than that of the group in the other board in the same year ($p < 0.05$).

† One school had to be omitted because of unavoidable variation in administration procedure.

It may be seen that the performance of the Ottawa groups was consistent in 1980 and 1978. However, the 1981 group had a lower mean on all three measures; the differences were significant for the listening compared with both earlier years, and for the reading with the 1980

80

score. There was also a fair amount of variation in the scores of the Carleton group over the four-year period shown although the only significant difference was between the 1977 and 1978 listening scores. Differences between boards are of about the same magnitude as variation within a board.

Although in 1981 there was no significant difference in listening scores between the two late-entry groups, in both 1980 and 1978 the Ottawa group had a significantly higher IEA listening score than the Carleton one. In reading in 1981, the Carleton score was significantly higher than the Ottawa one, and the Carleton writing mean scores in both 1981 and 1980 were significantly better than those in Ottawa.

It was seen earlier in the chapter that in 1981 the only other significant difference in the results on the Test de mots à trouver or in the total or part scores of the Test de français IV occurred on the vocabulary part score of the latter when the Carleton late-entry group scored significantly better than the Ottawa one.

It will also be recalled that in 1981, each of the primary-entry groups scored significantly higher on all five tests of French proficiency given, compared to the late-entry group in the same board.

Proportions of students in various groups have tended to change over the years. Since grade 6 entry immersion has become generally available in Ottawa, fewer students enter a bilingual program at the grade 9 level. In that board too, after a peak period of late-entry immersion students in bilingual programs in high school this number began to decrease as greater numbers of primary-entry students reached these levels. This difference, however, has not become apparent in Carleton.

Grade 10 Special French, 1981

It has already been pointed out that in four schools special consideration had, for several years, been made for various Ottawa Board students from primary-entry or late-entry immersion who did not enter a high school bilingual program. At one of the schools, some students took only Special French courses in grades 9, 10 and 11, while others also took *géographie*, *histoire* or *théâtre* respectively. The students at the three other schools took only the Special French course. Additional details about this program were given in the two previous FRENCH Project Annual Reports. In the spring of 1981 Special French students at the grade 10 level were tested.

Once the whole group of these students was broken down according to background prior to grade 9 and number of courses taken in French since then, it was found that only two of the groups contained ten or more students. Seventeen students at one school who had originated in primary-entry immersion and who had taken *géographie* and *histoire* as well as Special French since then made up one group. The second was composed of ten students from two other schools who had come from late-entry immersion and had had two years of Special French.

Table 5.8 gives the results for these two small groups on the two tests of French proficiency, the Test de mots à trouver and the Test de français, secondaire I. Although the students who had taken Special French with *histoire* and *géographie* after primary-entry immersion performed substantially better than those who took Special French alone after late-entry immersion, they also had more than double the exposure to French: an estimated 6000 hours compared with about 2400 hours. It may also be seen from the table that the primary-entry group had a significantly higher mean score on the ability measure than had the small late-entry group.

TABLE 5.8

FRENCH PROFICIENCY AND ABILITY RESULTS FOR OTTAWA GRADE 10 STUDENTS TAKING SPECIAL FRENCH COURSES, SPRING 1981

Test	Students taking Sp. Fr. only (from late-entry)			Students taking Sp. Fr. & *géographie* & *histoire* (from primary-entry)		
	Mean	SD	N	Mean	SD	N
Test de mots à trouver	26.8	6.8	10	34.8***	3.8	17
Test de français I	19.6	4.3	9	27.3***	2.7	17
DAT Verbal Reasoning	25.5	5.9	10	31.2*	7.3	16

* Mean of this group greater than that of the other group ($p < 0.05$).

*** Mean of this group greater than that of the other group ($p < 0.001$).

Since there were not sufficient members in some of the other groups it is impossible to conduct comparisons of the two groups described above with late-entry graduates taking *géographie* and *histoire* as well as Special French, and primary-entry graduates taking only Special French.

The Test de français I scores may be compared to the norms for Quebec francophone students at secondary I (grade 7). Table 5.9 shows that the mean score of the late-entry Special French group falls at about the 50th percentile on this test relative to the norming population while the mean for the primary-entry group in Special French with *géographie* and *histoire* was above the 80th percentile.

TABLE 5.9

NORMATIVE DATA FOR TEST DE FRANCAIS I, PROVINCE OF QUEBEC
FRANCOPHONE NORMS, 1975-76

Raw Score	Percentile	Stanine
32-35	97-99	9
29-31	90-96	8
25-28	78-89	7
22-24	61-77	6
18-21	41-60	5
14-17	24-40	4
11-13	12-23	3
8-10	5-11	2
0-7	1-4	1

Comparison with grade 10 bilingual program. The scores of the late-entry Special French group on the Test de mots à trouver can also be compared with those of the late-entry students who had spent two years in the bilingual high school program. The mean score of the latter group was almost three points higher than that of the Special French group, although for this small sample the difference did not quite reach statistical significance at the 0.05 level. When the scores on both the Test de mots à trouver and the ability measure for the primary-entry Special French group were compared to those of the primary-entry group in the bilingual program, it was found that the Special French group scored higher on the French measure as well as on the ability test, although it was only on the latter that this difference was significant.

Comparison with grade 8. Since many of the students in these two Special French groups had taken the Test de français I in both grade 8 and grade 10, it was possible to compare their results for the two years.

The nine students from late-entry immersion who had a mean score of only 13.8 on the test in grade 8 showed a significant increase ($p < 0.01$) averaging 5.8 points per student. Of the group from primary-entry immersion who had taken *géographie* and *histoire* as well as Special French, 16 had scores on both tests. In this case the 1979 mean score was 23.9 while that of 1981 for these 16 students was significantly greater at 27.4 ($p < 0.01$).

At least on the skills measured by the Test de français I, the two groups of Special French students identified above increased their French proficiency over a two year period. There were, in fact, only two of these students who did not improve and they already had very high scores at the grade 8 level.

Grade 10 Former Immersion Students

As described earlier the identification was undertaken of a group of 49 students who were graduates of the late-entry immersion program but had opted not to enter a bilingual high school program, taking instead a core French course. Since these students constitute a group whose background in French is very much stronger than that of other core French students, it is important to determine the state of their French proficiency after two years in secondary schools. Most of these students attended schools at which the Special French course was not offered. Students were tested in nine schools where there was either a minimum of three such students or other testing already taking place in that school. Test scores are available for most of the former immersion students at these schools.

These former immersion students took the same two tests as did the Special French students, the Test de mots à trouver and the Test de français I; the results are presented in Table 5.10. When one compares these results to those in Table 5.8 one can see that on both tests the mean score for the late-entry immersion students taking Special French is more than three points higher, although it is only on the Test de français that this difference is significant ($p < 0.05$). Their mean score on the DAT Verbal Reasoning test is also several points higher than that of the former immersion students taking core French, but in this case the difference is not significant.

TABLE 5.10

FRENCH PROFICIENCY AND ABILITY RESULTS FOR OTTAWA GRADE 10 FORMER LATE-ENTRY IMMERSION STUDENTS, SPRING 1981

Test	Mean	SD	N
Test de mots à trouver	23.5	5.2	36
Test de français I	16.2	4.6	39
DAT Verbal Reasoning	22.7	8.2	40

Comparisons may also be made between this group of former immersion students in core French and that of late-entry students in a bilingual high school program. The scores of the latter group were significantly higher for the Test de mots à trouver ($p < 0.001$), as they were for the DAT ability measure ($p < 0.01$). These comparisons do not, of course, take into account other possible differences in the students, such as previous difficulties in French, motivation, etc.

For the former immersion students taking core French, reference can also be made to the francophone norms for the Test de français I, pre-

presented in Table 5.9. It will be seen that the mean of this group falls slightly below the 40th percentile compared to the Quebec French students.

It is also important to examine the scores on the Test de français I that these students achieved at the end of grade 8. The 32 students who were present for both tests had means of 13.8 and 16.7 for 1979 and 1981, respectively. Although this difference was significant ($p < 0.01$), it was a smaller increase than had been found with the late-entry immersion students in Special French. It is interesting, however, to find that these students did increase their proficiency in the French skills measured by this particular test during exposure to the French program in high school intended for former core students.

SUMMARY

This chapter has reported French proficiency results of grade 10 students in bilingual high school programs in Ottawa and Carleton, as well as grade 10 students in a special French language course for Ottawa graduates of primary- and late-entry immersion and for grade 10 students in Ottawa who had decided not to continue either in a bilingual high school program or Special French after completing the late-entry immersion program.

Grade 10 Bilingual Program

The spring of 1981 was the first year it was possible to make comparisons between primary- and late-entry immersion at the grade 10 level. IEA measures of French listening, reading and writing, a French cloze test, and a test prepared for Quebec francophone students were administered to all grade 10 bilingual-program students.

In each of the two boards, the primary-entry group scored significantly higher on all five measures than the late-entry group there.

Although ability measures were not available for the Carleton groups, the two Ottawa groups were shown to have similar scores on verbal reasoning.

In addition, the Carleton primary-entry group (about 6150 cumulative hours) had significantly higher means than the Ottawa group in the same program (6480 hours) on the IEA French listening and writing tests. The Carleton late-entry group (2440 hours) also significantly surpassed the Ottawa one (3040 hours) on the IEA French reading and writing.

When the results on the subtests of the sections of the Test de français IV done by these students were compared to the Quebec francophone norms, the four groups were found to score between about the 10th and the 40th percentile on the subtests on paragraphs, vocabulary and spelling. Although on both the paragraphs and vocabulary the primary-entry groups were at a higher percentile than the late-entry groups this difference was somewhat more pronounced with the spelling subtest.

When the results of the late-entry groups on the three IEA measures were compared to those of previous years, the 1981 Ottawa group was found to have significantly lower scores in listening compared with both previous groups, and in reading compared to one of them. In the Carleton groups, there was some variation between the years although the only significant difference was between the 1977 and 1980 groups on the listening test.

Grade 10 Special French

At four Ottawa schools graduates of elementary immersion who did not wish to continue in a bilingual program in high school could take a special French course. At one of these schools another subject in French was offered each year in addition to the Special French. When

these 1980-81 grade 10 students were grouped according to elementary program and number of high school courses taken in French, only two groups were large enough for analysis of the scores. The primary-entry students who had taken *géographie* and *histoire* as well as Special French had scores on both the Test de français I and the Test de mots à trouver that were very significantly greater than those of a small late-entry group taking only Special French. This was not surprising, since the first group had more than double the exposure to French of the latter group.

When scores on the Test de français were compared to the norms for the Quebec francophone norming group at secondary I level, it was found that the late-entry Special French mean fell at about the 50th percentile and the mean of the primary-entry Special French group having *géographie* and *histoire* fell at about the 80th percentile. It should be remembered, however, that students in these groups were two to three years older than the francophone group.

Both these groups also showed a significant increase in mean scores on this test since grade 8, showing that, at least on the skill measured by this test, these students had not merely maintained their level of French proficiency but substantially increased it.

Grade 10 Former Immersion Students

A group of Ottawa students who had completed the late-entry immersion program but chose to take a core French course rather than continuing in a bilingual high school program were tested in the spring of 1981. About 40 such students took the same two tests as the Special French students wrote. Although the mean scores on both tests were more than three points less than those of the late-entry Special French group, this difference was significant only for the Test de français I.

When the mean scores of the former immersion students in core French were compared to those of the late-entry bilingual-program students, the latter group was found to have significantly higher scores on both the Test de mots à trouver and the ability measure.

Both the former immersion group and that of the late-entry Special French students having scores in both years had identical grade 8 mean scores on the Test de français I. Both the group of 32 former immersion students and the small group of 16 Special French students also from late-entry immersion showed significant increases on this test since grade 8. Thus the former immersion students in core French, like the Special French students, had more than simply maintained their grade 8 level of proficiency, at least with respect to the skill measured by this particular test.

Chapter Six

FRENCH PROFICIENCY: HIGH SCHOOL BILINGUAL PROGRAMS, GRADE 12

INTRODUCTION

As already mentioned, the 1981 contract with the Ministry of Education included an examination of the French proficiency of students in bilingual high school programs at the grade 12 as well as the grade 10 level. Most of the students enrolled in a high school bilingual program were graduates of elementary immersion; by 1980-81 no students from primary-entry immersion had reached the grade 12 level, but there were groups at this level from both the Ottawa and Carleton late-entry immersion streams.

This chapter will consider the results of testing students in bilingual programs at the grade 12 level in 1980-81, including comparison with the results for grade 10 found in the previous chapter. The next chapter gives more information about student background and questionnaire responses.

Programs and Groups Studied

Although tracing procedures carried out for all secondary bilingual-program students have provided information as to their program, certain difficulties remain when an attempt is made to classify them according to their background in French, especially in Ottawa. Greater flexibility in course selection has become possible, particularly in those schools which have a large bilingual enrolment. Differing backgrounds and the credit system make it possible for a student at one level to take courses at other levels and sometimes even to achieve a grade 13 diploma after spending only four years in high school.

Because of these problems, it was decided, as in the past two years, to use enrolment in grade 12 French Language as the criterion for inclu-

sion in the analysis. Thus some students in their fourth year of a secondary bilingual program who were taking grade 13 French Language or no French Language course were not tested, while some students in the third year of the program who were taking grade 12 French Language have been included.

In the 1980-81 school year there was a group of nearly 100 grade 12 bilingual-program students in one Ottawa high school and a group of about 30 in another school. These students came from a variety of backgrounds, such as late-entry immersion, a francophone or anglophone separate school, a core French program in the Ottawa Board, or some other program. The only group of sufficient size to be analyzed, however, consisted of about 40 graduates of the Ottawa late-entry immersion program who took the tests. The 1980-81 grade 12 group is, in fact, the second group of Ottawa late-entry immersion students to reach this level and consists of a larger group representing more schools than the group in the previous year. These students had followed a core program of 20 minutes of French per day up to the end of grade 5 and then had entered a total immersion program in grade 6, followed by 50 per cent French in grades 7 to 12. It should be pointed out, however, that Ottawa students at the grade 11 and 12 levels did not always take half of their course load in French, only 13 French credits being necessary for the Bilingual Certificate offered by that board. Thus, by the end of grade 12, total time in French for students varied from about 3600 to 4000 hours, depending on the number of courses in French.

In the Carleton Board the situation is generally simpler, enrolment in late-entry immersion being the usual prerequisite for entrance to the high school program. In 1980-81 there were groups of grade 12

bilingual-program students in three high schools; the subgroup who had completed the Carleton late-entry program provided the second major analysis group discussed in this chapter. These students had joined an immersion program in grade 7 and received 80 per cent of their instruction in French in grades 7 and 8, followed by an average of about 30 per cent of their time in French at the high school level. By the end of grade 12 these students had accumulated about 3000 hours of French instruction.

Instruments

The grade 12 bilingual-program students completed two tests of French proficiency and, in addition, the majority of them also took the Public Service Commission language examination. The Test de français, secondaire IV, is a test developed in Quebec to measure reading and language usage of its francophone students at the secondaire IV (grade 10) level; Part 3, consisting of subtests on paragraph completion, vocabulary and spelling, was administered to grade 12 students. In addition, these students took the Test de mots à trouver or French cloze test. These tests are described in more detail in the preceding chapter.

For grade 12 students in Ottawa, as for grade 10 students, scores on the Verbal Reasoning subtest of the Differential Aptitude Test (DAT), Form L, were available from the city-wide testing program at the grade 9 level.

As described in more detail in the Fifth Annual Report of the FRENCH Project, the Public Service Commission Language Knowledge Examination (LKE), 400 B Series of tests included tests of the four French skills of speaking (oral expression), listening (aural comprehension), reading and writing. The first part of the speaking test is designed

to assess proficiency with particular grammatical elements. The second part requires the candidate to respond, in a complete sentence, to a series of questions on familiar matters. In the third subtest the candidate is asked to construct a question, a request or a statement in French based on specific instruction in English. In the first section of the listening test the candidate must identify the most appropriate response for each of the questions posed. In the second part of the test, the student is asked to respond to questions about a series of recorded passages. The reading test consists of a number of French selections, each of which is followed by a series of multiple-choice items. In the writing test the candidates are to identify the alternative which grammatically completes a statement or to find a word or group of words which contains an error.

The tests described above are the instruments used by the Public Service Commission to establish two levels of bilingualism, Levels A and B; a third level (C) is required for certain job classifications demanding a superior degree of French proficiency and is established by the use of another test. It should be noted that the bilingual-program students tested could not attain Level C, since designation at this level can only be made using another test

RESULTS

Ability Measure

For a group of 45 of the Ottawa Board students who had been in an immersion or bilingual program since grade 6 the mean score on the grade 9 DAT Verbal Reasoning was 31.6, with a standard deviation of 8.3. This placed the group at about the 75th percentile relative to the publisher's norming group. The comparable group in 1980 had a mean

score between the 65th and 70th percentile. As noted earlier, this information was not available for the Carleton grade 12 group.

Public Service Commission Test

During the winter of 1981, 36 grade 12 students from the Ottawa Board and 17 from Carleton took the Public Service Commission's Language Knowledge Examination 400B Series of tests. The Public Service Commission provides a description (given in Appendix A) of its three levels of bilingualism. Table 6.1 shows the number of students in each group who reached the A and B levels of linguistic competence; the classification X denotes scores which are below the minimum for Level A. As mentioned earlier, Level C may be established only through the use of another test; it is possible that some of the students would have been classified at this level had they been given this test.

TABLE 6.1

NUMBER OF GRADE 12 STUDENTS IN EACH LEVEL OF BILINGUALISM ON LKE 400B TESTS, OTTAWA AND CARLETON, WINTER 1981

Group	Speaking			Listening			Reading			Writing		
	X	A	B	X	A	B	X	A	B	X	A	B
Ottawa Gr. 6 entry	3	26	7	0	6	30	1	9	26	1	8	27
Carleton Gr. 7 entry	0	6	11	0	1	16	0	2	15	0	0	17

It may be seen from this table that the majority of students in both boards had reached the B level of proficiency in listening, reading and writing. About two thirds of the Carleton group had also reached this level in speaking, while the majority of Ottawa students were classified as Level A.

Mean scores for each group allow other comparisons and are presented in Table 6.2. Mean scores in the range classified as Level B have been designated by the symbol †. It will be seen that with respect to French reading and writing, the average grade 12 student in both these groups has reached the Level B range of linguistic competence. However, the Carleton listening mean is in the Level A range while that of Ottawa has reached Level B, and on the speaking subtest the Carleton mean is at Level B and that of the Ottawa group is at Level A.

TABLE 6.2

PUBLIC SERVICE COMMISSION TEST RESULTS,
GRADE 12, OTTAWA AND CARLETON, WINTER 1981

Group	Speaking		Listening		Reading		Writing		
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	N
Ottawa Gr. 6 entry	43.3	9.9	†30.8*	2.6	†24.0	3.5	†16.3	3.8	36
Carleton Gr. 7 entry	†51.6**	7.6	27.9	5.3	†25.6	2.4	†18.8	3.1	17

† Mean classified at B level of linguistic competence on Public Service Commission scale.

* Mean of this group significantly greater than that of the other group ($p < 0.05$).

** Mean of this group significantly greater than that of the other group ($p < 0.01$).

When results for the groups in the two boards were compared, it was found that the Carleton group had a significantly higher mean on the speaking and writing tests, although they have had considerably fewer cumulative hours of French instruction over their school career. On the other hand, the Ottawa group scored significantly higher on the

listening test. There was no significant difference between the two groups on the reading test. These results would tend to confirm the impression that the programs as offered by the two boards may stress somewhat different French skills.

It is not possible to compare the 1981 results on the Public Service Commission's test with those for comparable groups from other years, although some students did the same tests in 1979. The Sixth Annual Report of the FRENCH Project gives results for two subgroups of Ottawa grade 12 students who had been in a bilingual program since grade 8 or grade 9. For those groups it was found that listening, reading and writing means were all at the B level, while the mean speaking score was classified as Level A. The mean for the 1981 Ottawa group on the speaking, listening and writing subtests was actually about midway between those obtained by the two 1979 groups on these tests, while the reading mean for the 1981 group was slightly lower than both 1979 means. It is known that the 1979 groups had had fewer years in a bilingual program than the 1981 Ottawa group, but information is not available about the relative ability, motivation or actual French exposure of groups in the two years, so that comparisons should be made with extreme caution. However, 1979 and 1981 results do agree in finding that, of the four French skills measured by these tests, the speaking test has fewest students classified as Level B.

It is also possible to make comparisons between scores on the Test de mots à trouver and those on the reading subtest of the LKE 400B tests. It was found that 90 per cent of the students who had a score of 32 or more on the Test de mots à trouver achieved a Level B on the reading subtest of the Public Service Commission's tests, whereas only half of those with scores between 28 and 31 did so. Both

grade 12 groups did in fact have mean scores of about 32 on the cloze test, as did both primary-entry groups at the grade 10 level whose results are reported in Chapter Five.

Test de mots à trouver (Cloze Test)

The mean scores for the grade 12 bilingual-program groups on the Test de mots à trouver are presented in Table 6.3. No significant difference was found between the almost identical scores for the two groups. Examination of the standard deviations, however, shows that the Carleton scores were more widely scattered than those in Ottawa.

TABLE 6.3

TEST DE MOTS A TROUVER RESULTS FOR GRADE 12 BILINGUAL-PROGRAM GROUPS, OTTAWA AND CARLETON, SPRING 1981

Group	Mean	SD	N
Ottawa Grade 6 entry	33.5	3.9	31
Carleton Grade 7 entry	33.4	6.0	18

This same test had been administered to grade 12 bilingual-program students in the spring of 1978. At that time no students had been able to take a full late-entry program starting in grade 6 in Ottawa or grade 7 in Carleton. However, mean scores of 34.3 and 35.1, respectively, were obtained by two Ottawa groups, of which one started a bilingual program in grade 8 and the other in grade 9. Since the 1978 groups were part of one of the earliest cohorts to enter a senior immersion program, it is quite possible that these students constituted a particularly highly motivated and able group. As with the Public Service Commission tests, results should be interpreted cautiously.

The 1981 grade 12 results on the Test de mots à trouver can also be compared with those obtained by groups of grade 10 students in the bilingual program. As reported in the preceding chapter, at the grade 10 level groups of primary-entry immersion graduates, with much greater exposure to French, scored significantly higher than late-entry graduates in the same board, while differences between the boards were not significant for students from either primary- or late-entry immersion. Table 6.4 gives results on the cloze test for the four grade 10 and two grade 12 groups tested in the spring of 1981. It will be seen that the Ottawa group at grade 12 significantly surpassed the grade 10 group from late-entry immersion in the same board, but none of the other differences reached significance. It is of interest to note, however, that both the grade 12 late-entry groups have mean scores similar to those of the grade 10 primary-entry groups, suggesting about a two-year difference at this level between students from the two immersion streams. It will be interesting to examine in greater detail the relative proficiency of students in the two streams over several grade levels, using this and other tests to measure a variety of French skills.

TABLE 6.4

TEST DE MOTS A TROUVER RESULTS FOR GRADE 10 AND GRADE 12 BILINGUAL-PROGRAM GROUPS, OTTAWA AND CARLETON, SPRING 1981

Grade	Group		Mean	SD	N
Grade 10	Ottawa	Primary-entry	33.4	5.2	33
	Carleton	Primary-entry	34.7	3.7	43
	Ottawa	Grade 6 entry	29.7	4.6	61
	Carleton	Grade 7 entry	31.0	4.7	61
Grade 12	Ottawa	Grade 6 entry	33.5*	3.9	31
	Carleton	Grade 7 entry	33.4	6.0	18

* Mean of this group significantly greater than that of the grade 10 late-entry group in the same board ($p < 0.05$).

Test de français, secondaire IV, Part 3

Table 6.5 gives the grade 12 results on the three sections (paragraph completion, vocabulary and spelling) of the Test de français IV . The results for 1980 groups which did the same test are included also for comparative purposes. It will be seen that on each section, as well as on the total, the 1981 Carleton group, with only about three quarters as much exposure to French, scored higher than the 1981 Ottawa group, although the difference was significant only for the third section and the total. However, some of the discrepancy in the scores on the spelling section and consequently the total scores, may be in part due to the inability of some Ottawa students to finish the test. At the high school level, with students coming and going from various classes, it is sometimes difficult to arrange for the time allotment to be strictly upheld, and it is possible that these students were not able to utilize the full time assigned. Of the 38 Ottawa students, 11 did not finish the test, while all of the Carleton students completed it.

TABLE 6.5

TEST DE FRANCAIS, SECONDAIRE IV, PART 3, RESULTS FOR GRADE 12 BILINGUAL-PROGRAM GROUPS, OTTAWA AND CARLETON, 1980 AND 1981

Group	Year	Paragraphes (max 15)		Vocabulaire (max 15)		Orthographe (max 30)		Total (max 60)		N
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	
Ottawa Gr. 6 entry	1981	6.7	2.1	7.8	2.7	9.9	4.4	24.4	7.2	38
Carleton Gr. 7 entry	1981	7.1	2.8	8.3	2.0	14.6***	4.8	29.9**	6.1	18
Ottawa Gr. 6 entry	1980	6.3	2.2	6.8	3.0	9.5	4.8	22.6	8.0	13
Carleton Gr. 7 entry	1980	7.6	2.7	8.1	2.5	14.0	3.7	29.7	7.4	20

** Mean of this group significantly greater than that of the group in the other board in the same year ($p < 0.01$).

*** Mean of this group significantly greater than that of the group in the other board in the same year ($p < 0.001$).

When mean scores for similar groups in the two years were examined, it was found that, with one exception, each group scored slightly higher on each section than the comparable group in the previous year. On the paragraph completion section, the Carleton group performed better in 1980 than the group from the same board in 1981.

It is possible to compare these results with Quebec norms for the fourth year of secondary school (grade 10) which are shown in Table 5.5 of the previous chapter. It may be seen that, relative to these norms, the mean scores of all but two of the grade 12 groups from both boards were in the second quartile (from the 30th to the 50th percentile). The only exceptions were the lower relative performance of the Ottawa groups on the spelling section of the test.

It is also possible to compare results for grade 12 late-entry groups given here with those for grade 10 groups given in Chapter Five. Table 6.6 shows means for the total score and the three subtests done by four groups of grade 10 students as well as by the two grade 12 groups. It should be noted that, as in grade 12 in Ottawa, a number of grade 10 students in both boards did not finish the test. No significant differences were evident on Paragraph Completion; however, on the Vocabulary section in Ottawa the grade 12 late-entry group scored higher than the grade 10 late-entry group. There was also a significant difference in Carleton on the Spelling subtest between grade 10 and grade 12 late-entry groups. On the total test, both grade 12 late-entry groups scored significantly higher than the corresponding grade 10 group, and similarly to the grade 10 primary-entry group in the same board. This corroborates the finding for the cloze test that grade 12 late-entry and grade 10 primary-entry groups have similar scores.

TABLE 6.6

TEST DE FRANCAIS, SECONDAIRE IV, PART 3, RESULTS FOR GRADE 10 AND GRADE 12 BILINGUAL-PROGRAM GROUPS, OTTAWA AND CARLETON, SPRING 1981

Grade	Group	Paragraphes (max 15)		Vocabulaire (max 15)		Orthographe (max 30)		Total (max 60)		N
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	
10	Ottawa Pr.-entry	6.2	2.2	6.8	2.9	12.4	4.3	25.4	7.3	29
	Carleton Pr.-entry	7.0	2.9	7.6	2.8	13.3	5.1	27.9	8.9	40
	Ottawa Gr. 6 entry	5.3	2.2	5.0	2.9	9.4	3.8	19.7	6.4	62
	Carleton Gr. 7 entry	5.6	1.8	6.4	2.2	9.9	2.8	21.9	5.4	61
12	Ottawa Gr. 6 entry	6.7	2.1	7.8*	2.7	9.9	4.4	24.4**	7.2	38
	Carleton Gr. 7 entry	7.1	2.8	8.3	2.0	14.6*	3.3	29.9***	6.1	18

* Mean of this group significantly greater than that of the grade 10 late-entry group in the same board ($p < 0.05$).

** Mean of this group significantly greater than that of the grade 10 late-entry group in the same board ($p < 0.01$).

*** Mean of this group significantly greater than that of the grade 10 late-entry group in the same board ($p < 0.001$).

Figures 6.1 and 6.2 offer a graphical representation of the Test de français IV scores for the late-entry groups at grades 10 and 12 in Ottawa and Carleton respectively. It may be seen that in each board the majority of the grade 12 students did better than most of those in grade 10, and that the minimum and maximum scores were higher at grade 12. As noted, the groups were small and the differences were not shown to be significant.

FIGURE 6.1

DISTRIBUTION OF SCORES ON TEST DE FRANCAIS IV, PART 3,
FOR GRADE 10 AND 12 BILINGUAL-PROGRAM GROUPS, OTTAWA, SPRING 1981

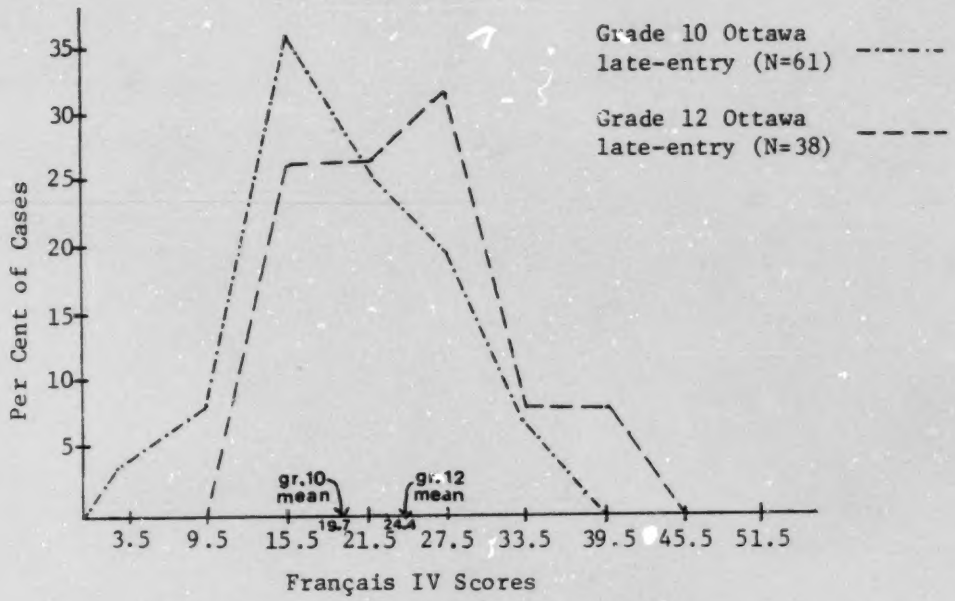
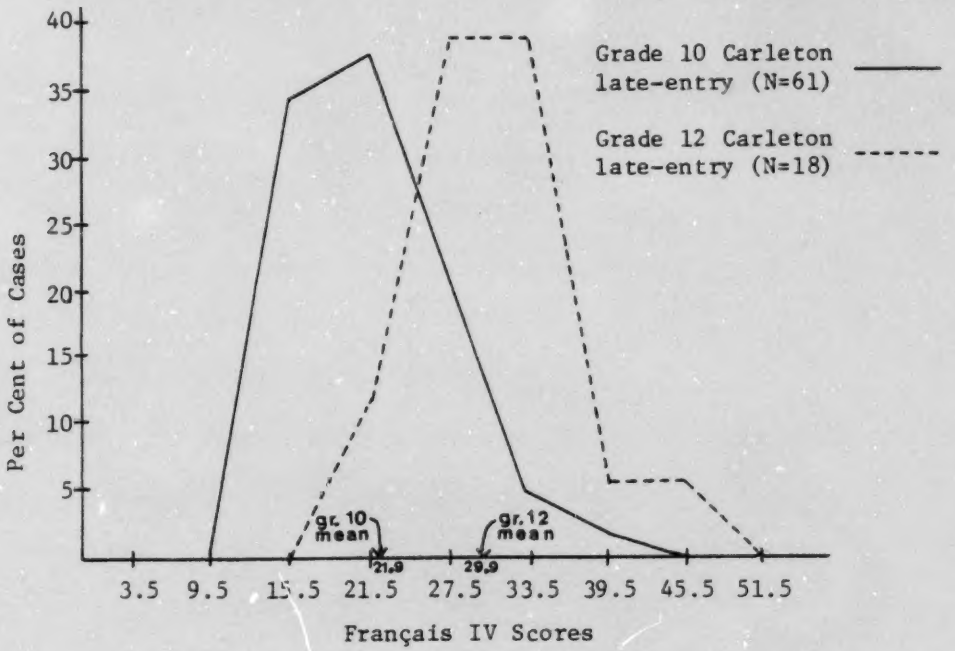


FIGURE 6.2

DISTRIBUTION OF SCORES ON TEST DE FRANCAIS IV, PART 3,
FOR GRADE 10 AND 12 BILINGUAL-PROGRAM GROUPS, CARLETON, SPRING 1981



SUMMARY

This chapter presents results for the grade 12 bilingual-program groups from late-entry immersion in Ottawa and Carleton in the spring of 1981. The Ottawa group had received close to 4000 cumulative hours of French instruction, while the Carleton group had approximately 3000 hours. Comparisons are made with results for grade 12 groups tested in previous years where possible, and with grade 10 groups from both primary- and late-entry immersion tested in the spring of 1981.

On the Public Service Commission Language Knowledge Examination 400B Series of tests, the average student in both the Ottawa and the Carleton group reached Level B, the highest level measured by this test, in French reading and writing. The Carleton group also reached Level B in speaking and the Ottawa group attained this level in listening comprehension; however, the Carleton group in listening and the Ottawa group in speaking reached only the lower Level A. It was also found that the Carleton students had a significantly higher mean score on the speaking and writing tests, while the Ottawa group scored higher on the listening subtest.

When comparisons were made between the scores on the Test de mots à trouver and the reading subtest of the LKE 400B tests, it was found that 90 per cent of the students who had a score of 32 or more on the Test de mots à trouver achieved Level B on the reading, whereas only half of those with scores between 28 and 31 did so.

It was not possible to compare the 1981 grade 12 scores on the Public Service Commission test with those for groups of similar background from earlier years. However, it was noted that fewer students in the groups who took this test in 1979 reached the B level of proficiency on the speaking test than did so on the other subtests; this finding was confirmed in the 1981 testing.

The scores on the Test de mots à trouver were almost identical for the two grade 12 groups tested in 1981, although the scores in Carleton were more scattered than those in Ottawa. The Ottawa grade 12 group scored significantly higher on this test than the grade 10 group from a late-entry program in the same board; none of the other differences among grade 10 and grade 12 groups was significant.

On the Test de français, secondaire IV, the grade 12 Carleton group had a significantly higher mean score than the Ottawa group on the spelling subtest and on the total score. However, some question arose as to whether the Ottawa group had been able to use the full time for the test since almost 30 per cent of them did not complete it. Both groups scored between the 30th and 50th percentile relative to the Quebec francophone norms for secondary IV (grade 10), except for the Ottawa groups's lower performance on the spelling section. It was also found that both grade 12 groups scored significantly higher than the grade 10 late-entry group in the same board on the test as a whole.

The results of the French proficiency testing carried out in Ottawa and Carleton bilingual high school programs in 1981 suggest that each system may have specific strengths and weaknesses in relation to the four skills of listening, reading, writing and speaking. The Carleton group, with only about three quarters as many hours of French instruction, scored at least as well as the Ottawa group on all tests except the listening comprehension section of the Public Service Commission test series. On two tests, the two grade 12 groups appeared to have mean scores very like those of the grade 10 primary-entry students in the same board, suggesting a two-year difference between students at this level from the two immersion streams. It will be of considerable value to examine the relative proficiency of graduates of both types of immersion as groups of students who have experienced the full primary-entry program reach the senior level.

SECTION III

STUDENT TRACING AND FOLLOW-UP

Chapter Seven

ATTITUDES TOWARDS THEIR PROGRAM AND PLANS FOR THE FUTURE OF GRADE 12 BILINGUAL-PROGRAM STUDENTS

INTRODUCTION

Both the French proficiency and program choices of grade 8 students making the transition from elementary to secondary school have received considerable attention in the FRENCH Project; however, less attention has been paid to another major decision point in a student's educational career which occurs at the end of grade 12, the year in which students ordinarily complete the credits needed for the Secondary School Graduation Diploma. At this point a student must first decide between joining the work force and continuing his education, and then, if the latter is chosen, what form this should take. Will a grade 13 program precede university, a technical or community college or a job? Or will grade 12 lead directly to college, apprenticeship or other form of training?

Because the end of grade 12 is a point of decision, students in a bilingual program at this level were the target of a brief questionnaire, which was administered along with the French language testing carried out in the spring of 1981. This questionnaire was viewed as a preliminary study of some questions to be examined in more detail in subsequent years - questions which will become increasingly important as more students from immersion or bilingual programs complete high school and, perhaps, move on to university. The purpose of the survey was basically three-fold: to examine the student's assessment of the program completed and the level of French proficiency reached, to obtain information about future educational and career plans of this group of students, especially the role of the French language in these plans, and to obtain a record of a permanent address at which

these students could be reached if more information regarding actual post-secondary activities were required in the future. In addition, students were asked what they considered an optimal grade level for entering an immersion or bilingual program. A copy of the questionnaire is found in Appendix B.

Grade 12 students in the two Carleton and two Ottawa Board high schools with bilingual programs were asked to complete the questionnaire during one of the class periods used for French language testing in the spring of 1981. Response rate for students present in the class at that time was high; only one or two students refused to answer the questions. Out of a total of 148 students taking grade 12 French Language in an Ottawa or Carleton Board bilingual program, 106 students completed questionnaires. In a few classes the absentee rate was especially high, perhaps because of the reluctance of some students near the end of their senior year to devote several periods to external testing.

THE CARLETON BOARD GROUP

Twenty questionnaires were completed by grade 12 students in the two Carleton high schools with bilingual programs at this level. Three students had had some involvement with programs other than the Carleton late-entry immersion, such as the Ottawa Board program, a private school or a school in another province. Several others mentioned having taken extra French programs in the Carleton Board prior to grade 7. However, all had been in their respective high school program for four years and the majority had experienced the full Carleton late-entry immersion in grades 7 and 8.

When asked to assess their own level of proficiency in French and their preparedness for using French in a job or further education,

30 per cent of the total group said very good, excellent or that they were bilingual, while another 55 per cent felt their French was satisfactory but they were not perfectly fluent; 15 per cent felt they were not very good in French. Almost half the students in this group felt the program had produced results in keeping with their original expectations of it, while over a third felt results were somewhat below their expectations. Comments made about French proficiency included ones such as the following:

- I would say that I am pretty well bilingual. I am ready to use it to its fullest.
- Above average but not fantastic. Not as well prepared as I would like.
- I can listen to and understand French people but my talking is slow and I have an English accent.
- I can understand and speak well enough to carry on an intelligent conversation. I don't know that I could take math and science courses in French but I would be fully able to use it in my job.

Trips, excursions and bilingual exchanges were cited as a particularly good aspect of the program by the largest group (45 per cent of the students), but the teachers, the grade 7 and 8 program and the methods used were also mentioned by several students:

- The teacher in grade 7 was excellent, also grade 12.
- The exchanges were good. They helped me to understand French people and the ways they live. Grade 7 we did games that helped us to remember vocabulary and verb conjunction. Grade 12 we've learned a lot about the history of different writers.
- The emphasis on verbal skills, not on conjugating properly. In general, a good program.

When they were asked about improvements they would like to see in the program, most frequently mentioned was the need for excellent teachers (35 per cent), followed by more trips, excursions and opportunities to practise French outside the classroom (25 per cent) and

more emphasis on oral French within the class (20 per cent). Typical comments included the following.

- The standard of teaching must be as high as in an English program - teachers shouldn't be hired just because they speak French. Programs should be standardized across the province. Two classes of French students per school is good - otherwise isolated.
- More trips and emphasis on oral French.
- The teachers are very important; they must be very dedicated and serious about their work.

All the Carleton students responding to the survey indicated that they intended to return to school for grade 13 the following year, all but one of them in the Ottawa area. Two also noted that they might attend a qualifying year at an Ontario university, while five mentioned getting a job. In their grade 13 year, 60 per cent planned to take a French language course, 35 per cent planned not to do anything in French, and 15 per cent felt French might be used in a job. Longer term plans included university for 18 out of the 20 students, while another mentioned a college of applied arts and technology and one student did not know. Nearly half intended to have a part-time job while studying. The numbers and per cent of students choosing each alternative for the questions regarding future plans are shown in Table 7.1 to 7.3 on page 102.

When asked to describe the role they expected the French language to play in their future job or educational careers, ten students said they thought a knowledge of French would help them get a better job, while another five thought French would be useful in a job and/or allow them to communicate with their fellow workers or francophones in general. Three mentioned travel and one, university courses. Five were uncertain or thought French would play only a minor role.

When asked at what grade a person should start an immersion or bilingual program, 65 per cent of the students said kindergarten or grade 1 - in other words, as early as possible - and typically noted a belief that second language learning was easier or more natural at a young age. Twenty per cent thought such a program should begin in the junior grades and another 15 per cent said grade 7 or 8; these students generally felt that it was necessary to get a good basis in one's native language before entering an immersion program in a second.

THE OTTAWA BOARD GROUP

Among the Ottawa Board group, 56 students (24 in one school and 32 in the other) had experienced four years of a bilingual high school program in Ottawa. Of these, 31 had also completed the Ottawa late-entry immersion program beginning in grade 6, 12 had joined the latter program in grade 7 and 8 and another 9 had entered a bilingual program only upon entering high school; four other students were included although they had experienced slight variations from the above-mentioned programs. A total of 30 questionnaires were not included in the analysis below because the students were only in grade 11 (although taking grade 12 French Language), or had extensive backgrounds in French elemtary schools, or had entered the bilingual high school program only at the grade 11 level.

The majority of students in the group felt fairly confident that they could handle communication in French if necessary in a job, although some felt it would take a little more practice to be really fluent; only about 20 per cent indicated that they could not cope. A number of weak points were mentioned, most often the speaking aspect (by about 30 per cent) and, less frequently, written work or grammar. The following comments are typical of responses to these questions:

- My French abilities (reading, writing, speaking, etc.) came to a peak in grade 11. Since then I have forgotten and lost a great deal of my French.

- Not as high as I would like to have attained. This is entirely my own fault. I feel confident with the spoken French but not the written.

- Competent but nowhere near perfect.

- I feel I am slightly weak as far as speaking French goes, otherwise I feel very confident, reading, writing and when spoken to.

A number of students (about 40 per cent) expressed some disappointment that they had not attained the level of proficiency in French that they had originally expected:

- I felt I would be completely bilingual. It is obvious now that I was thinking in unrealistic terms.

- I expected to continually improve and use my French but have not been given the opportunities to do so.

- I was hoping I would be more bilingual but that is partly my fault for not putting enough into it.

Another student says, however:

- I feel as though I have learnt a lot more than I had thought I could.

When asked about aspects of the program they felt were particularly good over a third of the students at one of the schools mentioned bilingual exchanges. Overall, nearly 30 per cent spoke of some kind of extra activity, such as exchanges, field trips or visits to the National Arts Centre for French plays. Six students mentioned the training in grammar that they had received, while four noted oral presentations in class. From the total group, eleven students (all but one of the eleven at one school) spoke of French literature courses, four spoke of Dramatic Arts in French, while one or two mentioned history, geography or math courses in French.

In both Ottawa schools, the improvement desired by most students concerned spoken French; there was a general feeling that more emphasis should be placed on oral work, that the language learned should be practical, useful Canadian French and that students should be forced to speak only French in class.

- More oral classroom activities, forcing the student to speak the language.
- I would like more bilingual exchanges and more chances for practical applications of French especially oral.
- More emphasis on speaking French in every day situations.

The calibre of the teachers and teaching was also mentioned by almost 20 per cent of students, who appeared to feel that not only should teachers be francophone or at least totally fluent in French, but also they should have skill as teachers and be knowledgeable in the subject they taught.

Nearly 20 per cent of students mentioned the need for more courses to be offered in French so as to increase the options available; it is interesting to note that most of the students desiring this improvement came from the school with fewer students in the bilingual program and fewer course options. The restrictiveness of the course options does indeed seem to be a major issue for bilingual-program students, as it had been found previously (Morrison et al., 1979) that the desire for other courses was one of the factors that most often influenced Ottawa students to leave a bilingual program.

Several students also mentioned that they would like to see more field trips, exchanges or excursions, better books and texts in French, or more grammar. One student suggested that the heaviest load of French courses should be taken in grade 12 and another thought that unsuccessful students should be removed from the class.

Of the total group of students, all but two expected to return for grade 13 the following year; one planned to get a job and one was going to be involved in the Katimavik program prior to university (Table 7.1). Half of the students said they intended to take French as a language course in grade 13, while almost the same number planned to take another subject in French (Table 7.2). Almost 20 per cent thought they would use French in a job. Only six students said they were not going to do anything in French. Of the 56 students, a total of 53 said they expected to attend university; half of them also indicated that they intended to get a part-time job (Table 7.3). About half of the students felt French would play some part in their future jobs:

- I most likely will use my French in my part-time work that I get during University.
- Facilitate obtaining and keeping of a respectable high paying job.
- I hope to work in some kind of medical profession in which I need to be bilingual, living in Ontario.
- Qualifies me to work with a wider range of people and in a wider range of places.
- I hope to get a job in which I will be able to use French to some extent.

Thirteen students also mentioned attending a French university or taking French courses while in university, eleven students spoke of communication with francophones, four mentioned travel and two personal enrichment. Half a dozen students said French would have little or no role in their lives and another half dozen said they did not know or did not reply.

About 70 per cent of the students in this group thought immersion should begin in kindergarten or grade 1 or "as early as possible", the reason being that "at a younger age you are more adaptable and able to pick it up quicker". A dozen students felt English should be established first and immersion begin at the junior level or even in grade 7 or 8. One student suggests grade 6 or 7 is a good starting point:

- It worked for me and I know of a younger student who failed because she couldn't handle immersion in grade 3.

STUDENTS FROM THE OTTAWA SEPARATE BOARD

The group of questionnaires from Ottawa Board students which were not included in the foregoing analyses included ten from students who had been in the Ottawa Separate Board's late-entry immersion program in grades 7 through 10, prior to entering the grade 11 bilingual program of the Ottawa Board. This is not a large enough sample from which to draw firm conclusions, but an impression of similarities to and differences from the Ottawa group described above may be obtained from reading their responses.

Like the groups described earlier, the great majority (9 out of 10) of the students intend to further their education through grade 13, a college of applied arts and technology or university. Like their Ottawa Board counterparts, most of these former students of the Separate Board feel that immersion should begin early in one's school career, and they mention the same type of things when discussing the good aspects of the program or changes they would like to see.

However, there appears to be some difference in the way they perceive their achievement in the program they have followed and the role they expect French to play in their lives. In the Separate Board group, all students who plan to return for grade 13 hope to take a French language course or another subject in French. They generally appear to believe French will play a significant role in their future careers; almost all mention a job or university courses when discussing this question. Most students appear to feel fairly well prepared to work or study in French and feel the program has equalled or surpassed their expectations of it:

- I never thought I'd be able to speak a word of French, but I did.
- What I expected.
- I am very pleased with what I have achieved so far.

It must be remembered that the Separate Board group consists of only 10 students and little is known about their actual program prior to grade 11. However, it was found earlier (Morrison et al., 1980) that a group of about 30 grade 10 bilingual-program students from English-language separate schools produced results on several tests of French-language skills that were similar to those obtained by students from the Ottawa and Carleton Board late-entry immersion programs.

TABLE 7.1

QUESTIONNAIRE RESPONSES CONCERNING PLANS FOR THE NEXT YEAR, GRADE 12 BILINGUAL-PROGRAM STUDENTS, OTTAWA AND CARLETON, SPRING 1981

Response	Carleton (20 cases)		Ottawa (56 cases)		Ottawa Sep. (10 cases)	
	N	%	N	%	N	%
Grade 13 at area school	19	95	54	96	8	80
Coll. of Applied Arts & Technology	0	0	0	0	1	10
Qualifying year - Ont. university	2	10	0	0	1	10
Job	6	30	12	21	3	30

TABLE 7.2

QUESTIONNAIRE RESPONSES CONCERNING PLANS FOR FRENCH FOR THE NEXT YEAR, GRADE 12 BILINGUAL-PROGRAM STUDENTS, OTTAWA AND CARLETON, SPRING 1981

Response	Carleton (20 cases)		Ottawa (56 cases)		Ottawa Sep. (10 cases)	
	N	%	N	%	N	%
French language course	12	60	28	50	8	80
Another subject in French	0	0	27	48	4	40
Use French in a job	3	15	11	20	6	60
Not do anything in French	7	35	7	12	0	0

TABLE 7.3

QUESTIONNAIRE RESPONSES CONCERNING LONG TERM PLANS, GRADE 12 BILINGUAL-PROGRAM STUDENTS, OTTAWA AND CARLETON, SPRING 1981

Response	Carleton (20 cases)		Ottawa (56 cases)		Ottawa Sep. (10 cases)	
	N	%	N	%	N	%
Coll. of Applied Arts & Technology	1	5	3	5	1	10
University	18	90	53	95	8	80
Return to education after working	0	0	7	12	1	10
Part-time job while studying	9	45	26	46	6	60
Full-time job	0	0	2	4	1	10
No definite plans	1	5	7	12	0	0

Note: Total is more than 100 per cent in these tables since students were to check as many responses as were applicable.

SUMMARY

The questionnaire given to grade 12 bilingual-program students in Ottawa and Carleton as part of the FRENCH Project testing program for spring 1981 has provided some insights into the way in which these students view the program through which they have passed and the importance the French language will have for them in the future.

In general, similarities between groups were more apparent than differences. This is clearly a group where the vast majority are university-oriented - not surprisingly, since bilingual-program courses are all offered at an advanced level and there is known to be a high proportion of students with above-average ability in this type of program. A high proportion of students feel they could cope with using French in a job or educational setting, in some cases with a bit more practice in a certain area (usually speaking). Many felt the French language would play some role in their future lives, mentioning both the job market and also university courses, communication with francophones or travel. Some expressed a disappointment that the program had not made them completely bilingual as they had hoped, although at least some recognized that such expectations were unrealistic. The provision of good teachers, more opportunities to experience French outside the classroom (such as bilingual exchanges or field trips), more emphasis on oral French and expansion of course choice were frequently-expressed concerns of this group of students. In spite of (or perhaps because of) their own experiences, the majority believed that an immersion or bilingual program should begin in kindergarten or in grade 1, with a minority expressing the belief that a good background in one's native language should be obtained first.

In some instances, differences between boards or schools were apparent. The same improvements were generally desired by students in both boards, but not necessarily by the same proportion of students. In Carleton, 20 per cent mentioned provision for more oral work, while in Ottawa the proporiton was 32 per cent. Thirty-five per cent of Carleton students and 18 per cent of the Ottawa group mentioned the need for good teachers.

At one Ottawa school a number of students mentioned French literature courses as a good aspect of the program, and also a dramatic arts course. At this school, however, with its smaller enrolment and narrower course selection, a number of students expressed a desire for greater choice of courses. It appeared that there was a tendency for the small group of students from the Ottawa Separate Board's late-entry immersion program to view the program and their own achievement in a more favourable light than the other groups and to attach greater importance to the role of the French language in their future careers.

Information obtained to date is interesting and useful in providing an indication of how this group of students view their bilingual program in retrospect and what they expect in the future. It is hoped that further data may be obtained regarding this and subsequent cohorts of bilingual-program students in order to pursue the question of the effects of this program as students reach university or the labour force.

Chapter Eight

PRIMARY-AND LATE-ENTRY FRENCH IMMERSION STUDENTS REACH HIGH SCHOOL

INTRODUCTION

Since starting kindergarten in the fall of 1971, a group of students designated as the K-71 cohort has been traced as part of the FRENCH Project's efforts to monitor movement into and out of various French immersion programs in the Ottawa-Carleton area. This group included all primary-entry immersion students at the seventeen schools (fifteen in Ottawa and two in Carleton) which offered that program in 1971-72, as well as English-program students at the fifteen of these schools (fourteen in Ottawa and one in Carleton) which also offered the English program.

The progress of the K-71 cohort has been described in Annual Reports and Working Papers of the FRENCH Project, most recently in the Seventh Annual Report (or Working Paper 136) when the expected grade of the cohort was grade 8. Since the last report, the majority of the cohort has progressed from elementary to secondary school and thus the data concerning the October 1980 location of K-71 cohort students are of particular interest.

The first group of tables presented in this chapter will focus on the October 1980 grade and program location for the two initial groups of immersion and English-program students. Subsequent tables will give additional data concerning the pathways students have followed to reach their October 1980 destination. Later sections deal with students who have joined either the primary- or late-entry immersion streams at the expected level of the K-71 cohort, and with other groups making the transition from elementary to secondary school.

OTTAWA AND CARLETON BOARD PROGRAMS

As students in the K-71 cohort have progressed through the school system an increasing variety of programs has become available for them. Special education programs, with no designated grade level, existed at both elementary and secondary schools. At the intermediate level, two types of immersion program were available in addition to the core French program; grade 6 in Ottawa and grade 7 in Carleton provided entry points to 'late' immersion in addition to the kindergarten-entry immersion available to the K-71 cohort since they started school.

At the high school level, several different programs are available. In Ottawa, three high schools offer a 'bilingual' program, where four courses (or half the course load) are taken in French at the grade 9 and 10 levels. This program is available for graduates of both primary- and late-entry immersion, as well as students who have taken a core French program up to the end of grade 8. Four other Ottawa high schools offer a grade 9 'special' French course intended for graduates of immersion; at one of these schools, students are also able to take geography in French at grade 9 and history in French at grade 10.

Since 1975 three Carleton Board high schools have offered graduates of late-entry immersion a program consisting of about 30 per cent of the day in French. At two other high schools, programs were established in 1979-80 for the first group of primary-entry immersion graudates; students are able to take from one to four courses in French. Carleton high school programs differ from those in Ottawa in that students from the two immersion streams remain for the most part in separate high schools.

In the tables presented in this chapter, three categories are used to describe these high school French programs. The bilingual program

group includes students taking either three or four courses in French at one of the three Ottawa bilingual high schools or the five in Carleton offering programs for primary- or late-entry immersion graduates. Students in the group designated as "Special French plus a subject in French" were taking two courses in French, including a French language course and another. Students were able to follow this program at one Ottawa high school and at the two in Carleton which cater mainly to primary-entry immersion graduates. The final category includes students taking a single "Special French" language course at one of the three schools in Ottawa offering special French or the two in Carleton for primary-entry immersion graduates.

High school students in Ottawa and Carleton who were not in any of the special French programs discussed above were designated as being in the regular English program. It is not known at present whether the program of these students included French at a general, advanced or enriched level or no French at all, but it is hoped that eventually this additional information will be available for at least some of the groups being studied.

THE K-71 COHORT

Grade and Program Location, October 1980

Table 8.1 shows the grade and program location as of October 1980 of students from the two groups of the K-71 cohort. It will be seen that 279 students from the original immersion group and 236 from the original English group remained in the system; departure rates for the two groups are very similar (38 and 41 per cent). It should also be pointed out that a few of the grade 9 students in a bilingual or special French program as of October 1980 had been in an English or late-entry immersion program in grade 8 - in other words, they transferred from their original immersion program at some point between 1971 and 1980.

TABLE 8.1

GRADE AND PROGRAM OF THE K-71 COHORT, OCTOBER 1980

Program	Grade level	No. of students from original group	
		Immersion	English
Programs emphasizing French instruction			
Primary-entry immersion	Grade 7	1	0
	Grade 8	9	0
Late-entry immersion	Grade 8	2	0
High school bilingual program	Grade 9	124*	10
	Grade 10	7	5
	Grade 11	1	0
High school Special French	Grade 9	17**	0
High school Special French plus a subject in French	Grade 9	10	0
English programs			
Regular English program	Grade 7	1	11
	Grade 8	29	45
	Grade 9	73	139
	Grade 10	3	19
Special education		2	7
Total still in system		279 (62%)	236 (59%)
Departures from system		169	163
Total originally in cohort		448	399

* Includes 7 students from late-entry immersion grade 8

** Includes 3 students from late-entry immersion grade 8

The same data are used in Table 8.2 to focus on the program location of K-71 cohort students still in the system. It may be seen that over 60 per cent of the original immersion group remaining in local schools were found in a program emphasizing French instruction in October 1980, most of them in an immersion or bilingual program.

TABLE 8.2

PROGRAM LOCATION OF K-71 COHORT STUDENTS
STILL IN OTTAWA OR CARLETON SCHOOLS, OCTOBER 1980

Program	Number of students from original group	
	Immersion	English
Programs imphasizing French instruction		
Primary-entry immersion	10	0
Late-entry immersion	2	0
High school bilingual program	132	15
High school Special French	17	0
High school Special French plus a subject in French	10	0
Total in French programs	171 (61%)	15 (6%)
English programs		
Regular English program	106	214
Special education	2	7
Total in English programs	108 (39%)	221 (94%)
Total still in system	279	236

Table 8.3 shows the October 1980 grade levels of the group of students who have remained in the English program and of the group of students who stayed in primary-entry immersion up to the end of grade 8 and then entered a bilingual high school program. Students who left the area and returned to their original program are included but not students who transferred from the immersion group to English or late-entry immersion programs. The two groups differ significantly ($p < 0.001$) with respect to October 1980 grade level, with a smaller proportion of the immersion group both above and below the expected grade level.

TABLE 8.3

GRADE PROGRESS OF K-71 COHORT STUDENTS
STILL IN ORIGINAL PROGRAM, OCTOBER 1980

Grade level	Number of students from original group	
	Immersion	English
Grade 7	1 (1%)	11 (5%)
Grade 8	9 (6%)	45 (21%)
Grade 9	118 (87%)	139 (65%)
Grade 10	7 (5%)	19 (9%)
Grade 11	1 (1%)	0 (0%)
Total	136	214

Transfers from Primary-Entry Immersion

The transfer group of the K-71 cohort consists of 120 students who had left the kindergarten-entry immersion program and were in some other program in Ottawa or Carleton Board schools as of October 1980. This group includes two students in special classes, 106 students in the regular English program in grades ranging from 7 to 10, two students in grade 8 late-entry immersion and another ten in high school bilingual or Special French programs which they have entered from a program other than primary-entry immersion. Students who joined grade 9 Special French programs after remaining in primary-entry immersion to the end of grade 8 have not been classified as transfers. Table 8.4 compares grade and program of this transfer group with those of the initial English group from the cohort. It may be seen from this table how similar these two groups are with respect to grade and program distribution. Comparison with data in Table 8.3 shows differences between transfers and those who remained in immersion with respect to grade placement. For example, 72 per cent of transfer students were in grade 9 (the expected level) or above, whereas 93 per cent of students who had remained in immersion were at or above the expected grade level.

TABLE 8.4

PROGRAM LOCATION OF TRANSFER AND INITIAL ENGLISH GROUP
OF K-71 COHORT, OCTOBER 1980

Grade and program	Number of students from group	
	Transfer	Initial English
Below grade 9		
Late-entry immersion	2	0
Regular English program	30	56
Special education	2	7
	34 (28%)	63 (27%)
Grade 9		
High school bilingual program	7	10
High school Special French	3	0
Regular English program	73	139
	83 (69%)	149 (63%)
Grade 10		
High school bilingual program	0	5
Regular English program	3	19
	3 (3%)	24 (10%)

Time of transfer appears to be related to grade level reached for the 106 former immersion students in an English program as of October 1980. Table 8.5 shows the number of students who were below, at or above expected grade levels for four groups of students who had transferred at different times. It should be noted that included here are 10 students who had left the Ottawa or Carleton Boards for some period; one of these departed temporarily after transferring to an English program, one returned to immersion and transferred later to an English program; the other eight returned to an English program when returning to the area and, for them, time of transfer was taken to be the time of leaving the area, although it is not known what program they followed while outside the Ottawa and Carleton Boards.

TABLE 8.5

GRADE LEVEL BY TIME OF TRANSFER FOR K-71 COHORT STUDENTS IN AN ENGLISH PROGRAM AS OF OCTOBER 1980

Time of transferring	Number of students		
	Grade 7 or 8	Grade 9	Grade 10
During or end of kindergarten	6	24	3
During or end of grade 1 or 2	14	13	0
During or end of grade 3 to 6	5	19	0
During or end of grade 7 or 8	5	17	0

$\chi^2 = 10.120$, df = 3, $0.01 < p < 0.02$

This table shows that a significantly higher proportion of students leaving immersion during grade 1 or 2 were below expected grade level as of October 1980. It might be added that the two students in special classes as of October 1980 were also transfers at the grade 1 or 2 level. It is not known whether the grade 1-2 transfer students constitute in fact a less academically able group or whether transferring during this time, when English reading skills have not yet been taught to immersion students, simply reflects the temporarily greater gap between the transfer student and his English-program age peers. It may be simpler to put a transfer student in a group that is reading in English at about the same level, even though they may be younger. A few such transfer students eventually catch up to English-program students of their own age, but the majority remain a grade behind. It will be interesting to examine the progress of another group of immersion students, possibly the K-74 cohort, when they reach this level in order to determine whether the same patterns are evident.

Longitudinal Data: 1971 to 1980

Table 8.6 presents information on the immersion group of the K-71 cohort in a somewhat different manner. It shows the number of students who were in each program as of October from 1971 to 1980. The information is shown graphically in Figure 8.1. From these data it appears that after 1974 (grade 3 for most students in the group) decreases in the size of the immersion group were small, with a slightly larger change between 1979 and 1980, that is, at the time most students reached high school. At the same time, there was little change in the size of the group still in the English program in Ottawa-Carleton after transferring from immersion. It should be remembered that students could (and did) move from any one of these groups to any other at any time. Thus, students who had been in immersion might leave the city for a year or more, then return to an Ottawa or Carleton English program or to immersion; or they might transfer to a special education class, then return to the regular English stream; or, having transferred from kindergarten-entry immersion to an English program, they might subsequently return to late-entry immersion, or even (in one or two cases) return to primary-entry immersion. All these pathways, and even more complex ones, are possible and will be discussed further in the next section.

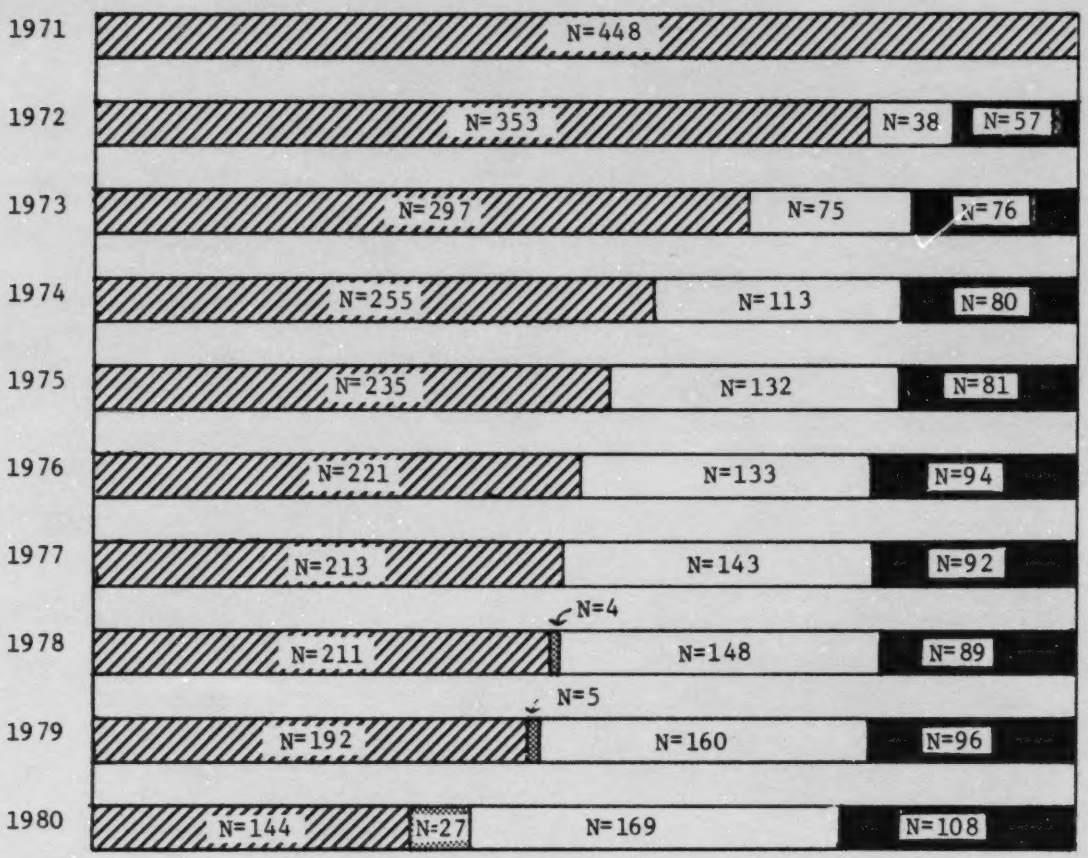
TABLE 8.6

DISTRIBUTION OF K-71 COHORT IMMERSION GROUP, 1971 TO 1980

Date	Number of students from immersion group of K-71 cohort in						
	Fr. immersion/bilingual			Other	English		Depart-
	K-entry	late	H.S.	Fr.	Reg.	Sp.Ed.	ures
October 1971	448						
October 1972	353				57		38
October 1973	297				76		75
October 1974	255				76	4	113
October 1975	235				76	5	132
October 1976	221				85	9	133
October 1977	209	4			89	3	143
October 1978	196	10	1	4	87	2	148
October 1979	167	12	8	5	94	2	160
October 1980	10	2	132	27	106	2	169

FIGURE 8.1

STUDENTS IN IMMERSION AND ENGLISH PROGRAM AND DEPARTURES,
K-71 COHORT IMMERSION GROUP, 1971 TO 1980



Immersion: including students in primary-entry immersion only from 1971 to 1976, students in both primary- and late-entry immersion in 1977, and students in a bilingual high school program as well as in primary- and late-entry immersion from 1978 to 1980

Other French, including Extended French and Special French

Departures

English program, including some students in Special Education classes from 1974 to 1980

Variations of Student Pathways

As already noted, an almost infinite variety was possible in the pathways of K-71 cohort students during the ten years during which their progress has been followed. Even groups of students in the same grade and program as of October 1980 have followed a number of different routes to arrive at this destination. For example, even the group of 124 students who began a primary-entry immersion program in the fall of 1971 and reached grade 9 in a bilingual high school in the fall of 1980 shows considerable variation, as may be seen from the following chart (Figure 8.2). The group of 106 students (85 per cent of the group) who had remained in a primary-entry immersion program during this time could be further divided according to the school or board in which they were located.

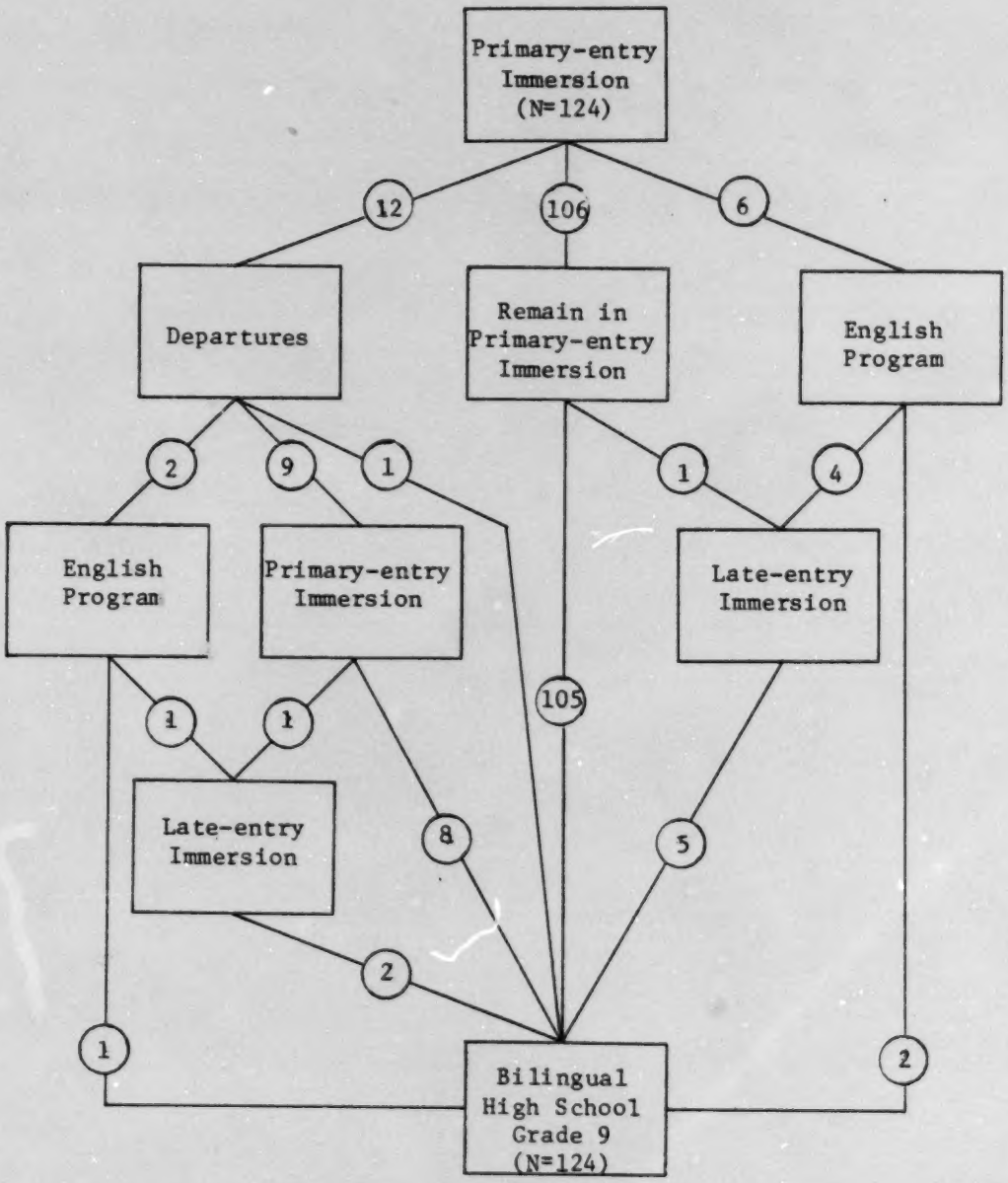
About 10 per cent of students in this group had moved from schools of the Ottawa or Carleton Boards for some period between kindergarten and grade 9; this period varied from one to eight years. Three quarters of this temporary departure group returned to the primary-entry immersion program, although one of them subsequently moved to a late-entry immersion program for two years before entering the bilingual high school. Six students who transferred to an English program eventually arrived at the bilingual grade 9 program also, four of them from late-entry immersion and two from an English grade 8.

It must be remembered that this figure shows only the sequence of programs through which students passed, not the grade levels nor amount of time at each stage. For instance, the group of six students moving first to an English program includes two who left immersion during grade 7 or 8, then joined their colleagues in the bilingual high school, as well as four students who left immersion at an early stage and then joined the late-entry immersion program prior to high school entrance.

FIGURE 8.2

PATHWAYS OF K-71 COHORT STUDENTS BEGINNING IN IMMERSION AND REACHING GRADE 9 IN A BILINGUAL HIGH SCHOOL IN OCTOBER 1980

Note: Numbers in circles show the number of students following that pathway.



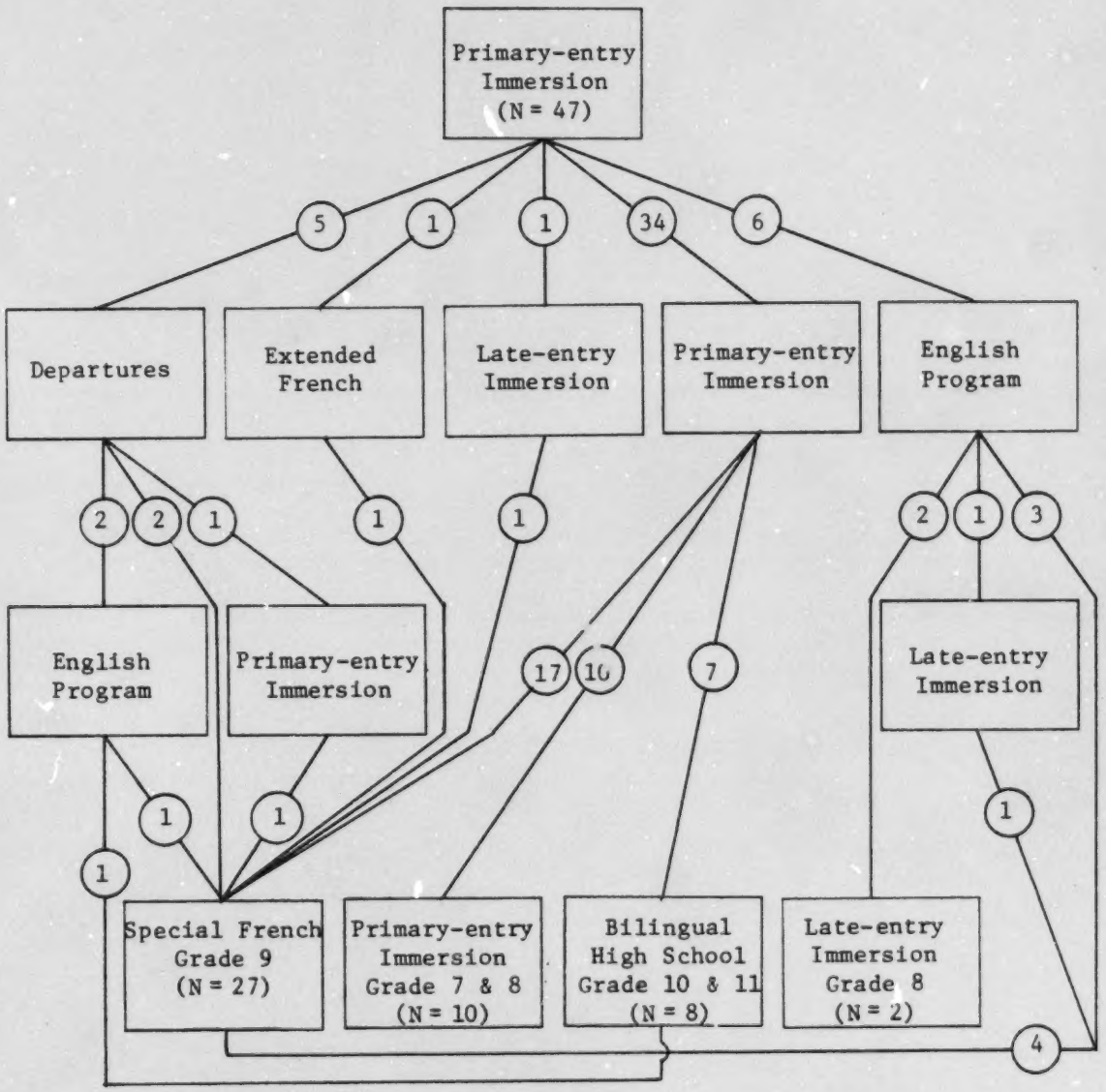
It should be borne in mind that the group of 124 students in Figure 8.2 included only students in a bilingual high school and only students in grade 9 as of October 1980. There was, however, a total of 171 students from the immersion group of the cohort who were in a program emphasizing French instruction as of October 1980 (see Table 8.1). Figure 8.3 shows the pathways of the 47 students not included in Figure 8.2. Combining these two figures gives an indication of the complexity of the pathways taken by the total group of 171 students who were in a program emphasizing French instruction as of October 1980.

The largest subgroup of the 47 students consisted of the group of students in Special French (including students taking only a Special French language course and those taking another subject in French as well). However, as may be seen in Figure 8.3 students had followed one of eight different paths in order to arrive at this destination. A total of 17 students had remained in their original program throughout the years from 1971 to 1980, but had advanced or been held back for one or more grade levels.

FIGURE 8.3

PATHWAYS OF K-71 COHORT STUDENTS BEGINNING IN IMMERSION
WHO WERE IN A PROGRAM EMPHASIZING FRENCH INSTRUCTION IN OCTOBER 1980
OTHER THAN GRADE 9 IN A BILINGUAL HIGH SCHOOL

Note: Numbers in circles show the number of students following that pathway.

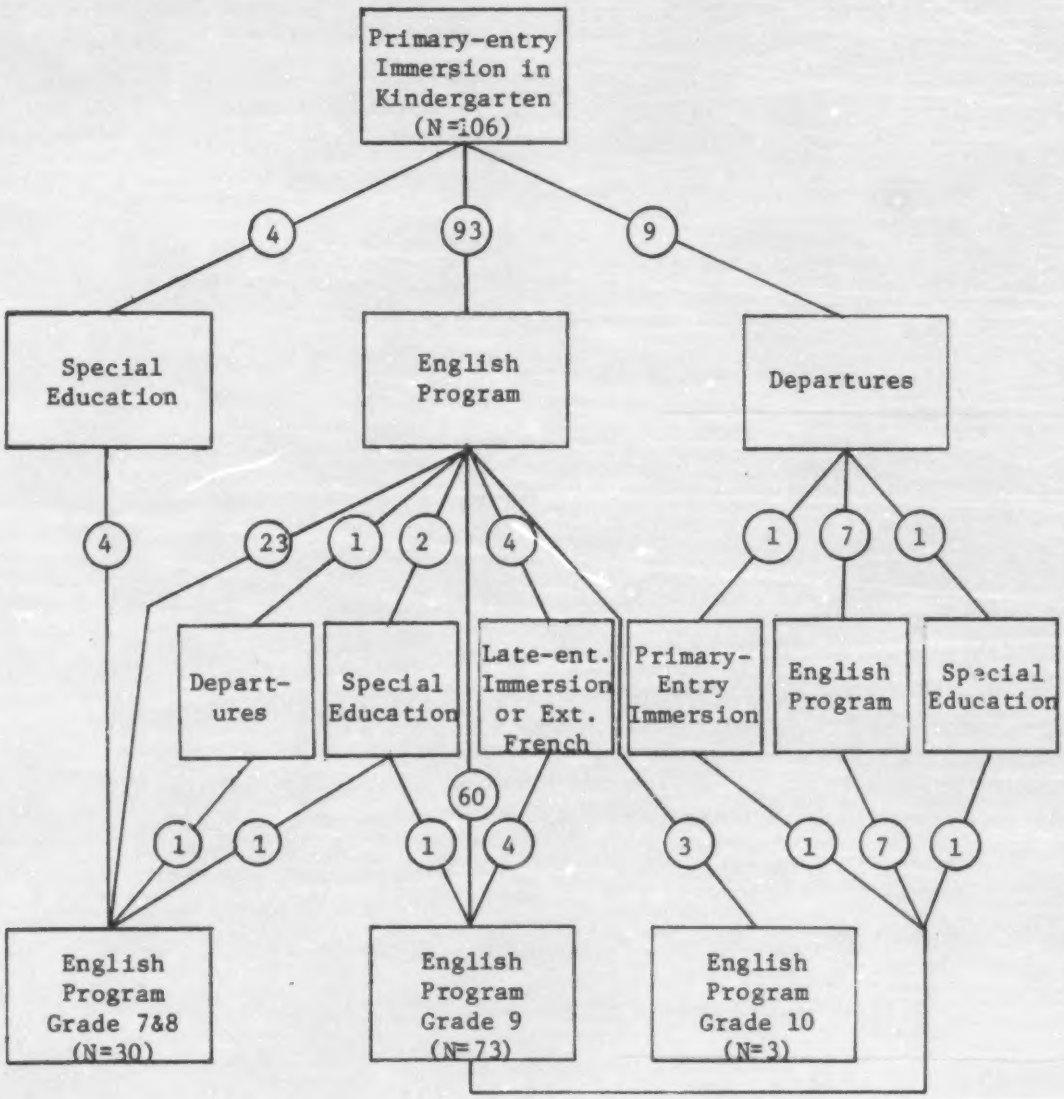


To complete the picture, Figure 8.4 shows the pathways for that group of 106 students who were in kindergarten immersion in October 1971 and an English program in October 1980. As can be seen from this diagram, pathways were varied, with 30 students in English-program grade 7 or 8 classes as of October 1980, 73 in grade 9 (the expected level) and 3 students above the expected level in grade 10. It will be recalled that this group of 106 students represents part of the "transfer" group described in Table 8.4, omitting those students in special education classes and those who were in late-entry immersion or who had entered high school bilingual programs from the late-entry program.

FIGURE 8.4

PATHWAYS OF K-71 COHORT STUDENTS BEGINNING IN IMMERSION WHO WERE IN AN ENGLISH PROGRAM IN OCTOBER 1980

Note: Numbers in circles show the number of students following that pathway.



GROUPS ASSOCIATED WITH THE K-71 COHORT

New Entrants to Primary-Entry Immersion

A total of 129 students joined primary-entry immersion classes in Ottawa or Carleton schools at the expected level of the K-71 cohort. The backgrounds of these students varied; some had advanced or been held back a grade at their own schools, some came from an English program at an Ottawa or Carleton Board school not part of the cohort, some came from local English or French separate schools and some from outside the area, province or country. It is not generally known what program students from outside the Ottawa and Carleton Boards were following prior to joining the cohort, but immersion programs were certainly available to some. Table 8.7 summarizes the time of entry to the cohort and the previous location of these 129 children.

TABLE 8.7

TIME OF JOINING COHORT AND PREVIOUS LOCATION FOR NEW ENTRANTS TO PRIMARY-ENTRY IMMERSION OF K-71 COHORT, JUNE 1972 TO JUNE 1980

Previous location	Time of entering				Total
	June 72- June 73	Oct 73- June 75	Oct 75- June 78	Oct 78- June 80	
Eng. program, Ottawa-Carleton	12	1	1	2	16
Late-entry immersion, Ottawa	0	0	0	4	4
Accelerated within immersion	3	1	4	1	9
Repeated grade(s) in immer.	0	1	1	2	4
Local Eng. sep or private sch.	1	3	8	4	16
Local Fr. sep or private sch.	0	2	6	5	13
Outside Ottawa-Carleton area	4	12	12	11	39
Unknown	2	7	18	1	28
Total	22	27	50	30	129

The October 1980 grade and program location of these new entrants was also varied, as shown in Table 8.8. Of the 95 new entrants still in Ottawa or Carleton Board schools, 82 students or 86 per cent of the group remained in a program emphasizing French instruction. Note that per cent of departures or of transfers for this group should not be compared with corresponding figures for the original cohort groups, since the new entrants have not been in the system for the full ten years during which students have been traced.

TABLE 8.8

GRADE AND PROGRAM OF NEW ENTRANTS TO THE K-71 COHORT, OCTOBER 1980

Program	Grade	Number of students
Primary-entry immersion	Grade 8	1
High school bilingual program	Grade 9	57
High school Special French	Grade 9	10
	Grade 10	1
High school Special French plus a subject in French	Grade 9	9
	Grade 10	1
French school	Grade 9	3
		82 (64%)
Regular English program	Grade 8	1
	Grade 9	12
		13 (10%)
Total still in system		95 (74%)
Departures/unknown		34 (26%)
All new entrants		129 (100%)

Late-Entry Immersion Groups

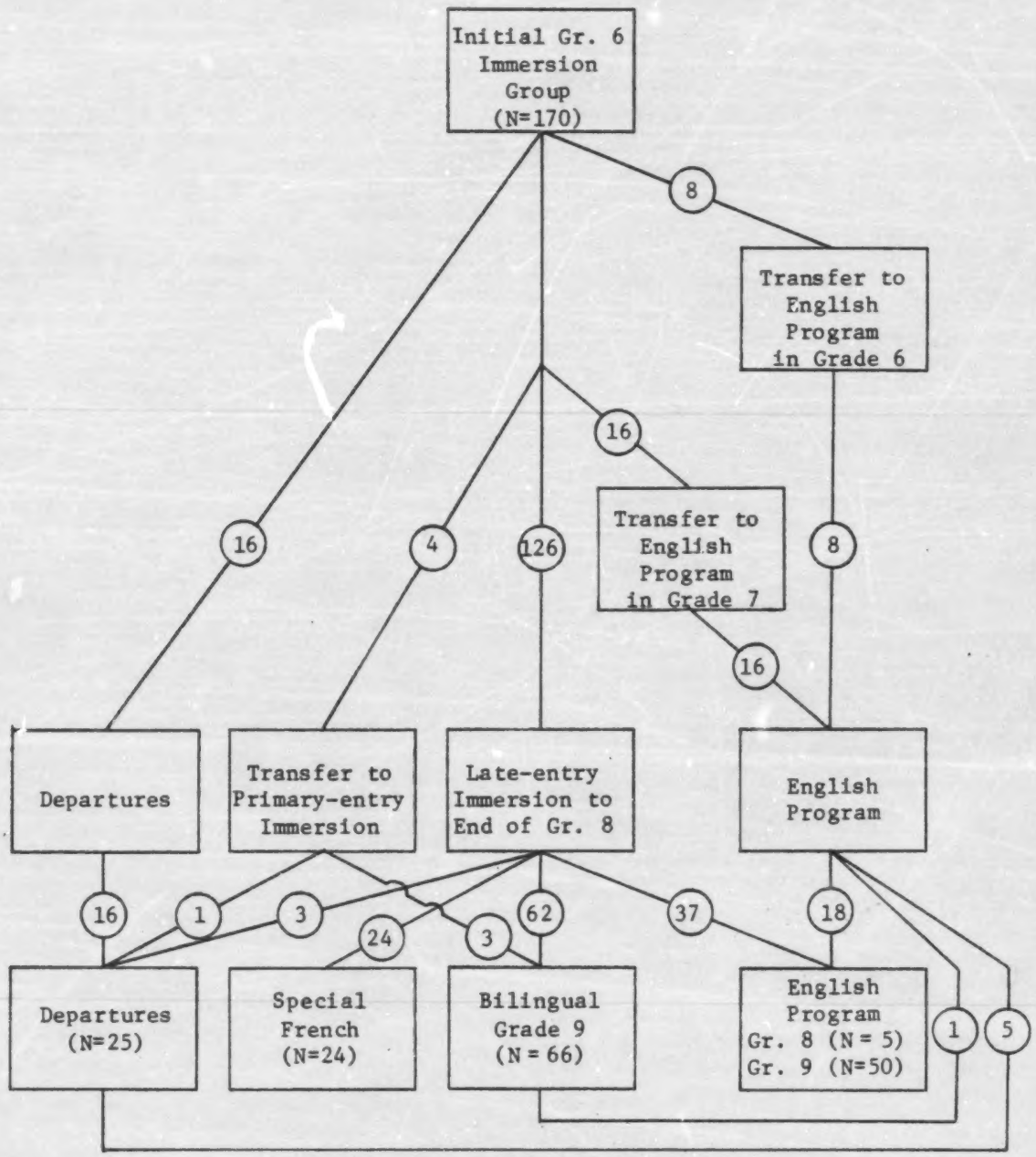
In both the Ottawa and Carleton Boards, another entry point to a French immersion program was provided for students at the level of the K-71 cohort. The late-entry immersion program in Ottawa begins with totally French instruction in grade 6, followed by half English and half French in grades 7 and 8, while in the Carleton program students receive 80 per cent of their instruction in French in grades 7 and 8. Because of the different starting grades in the two boards, the Ottawa and Carleton late-entry immersion groups will be treated separately, although no distinction has been made in the foregoing sections on the K-71 cohort.

Ottawa. A total of 170 students (one class in each of six schools) started the Ottawa late-entry immersion program at the grade 6 level in the fall of 1977. By the spring of 1980, 126 remained with their immersion class at the grade 8 level, the remainder having moved to an English class or the primary-entry immersion stream or having left the board. As of October 1980, 145 students remained in the area, 90 of them in a grade 9 program emphasizing French instruction and the remainder in an English program. Figure 8.5 shows the pathways taken by this group of students from the time they entered immersion in grade 6 up to October 1980 when their expected level was grade 9.

FIGURE 8.5

PATHWAYS OF STUDENTS ENTERING GRADE 6 IMMERSION IN OTTAWA IN THE FALL OF 1977

Note: Numbers in circles show the number of students following that pathway.

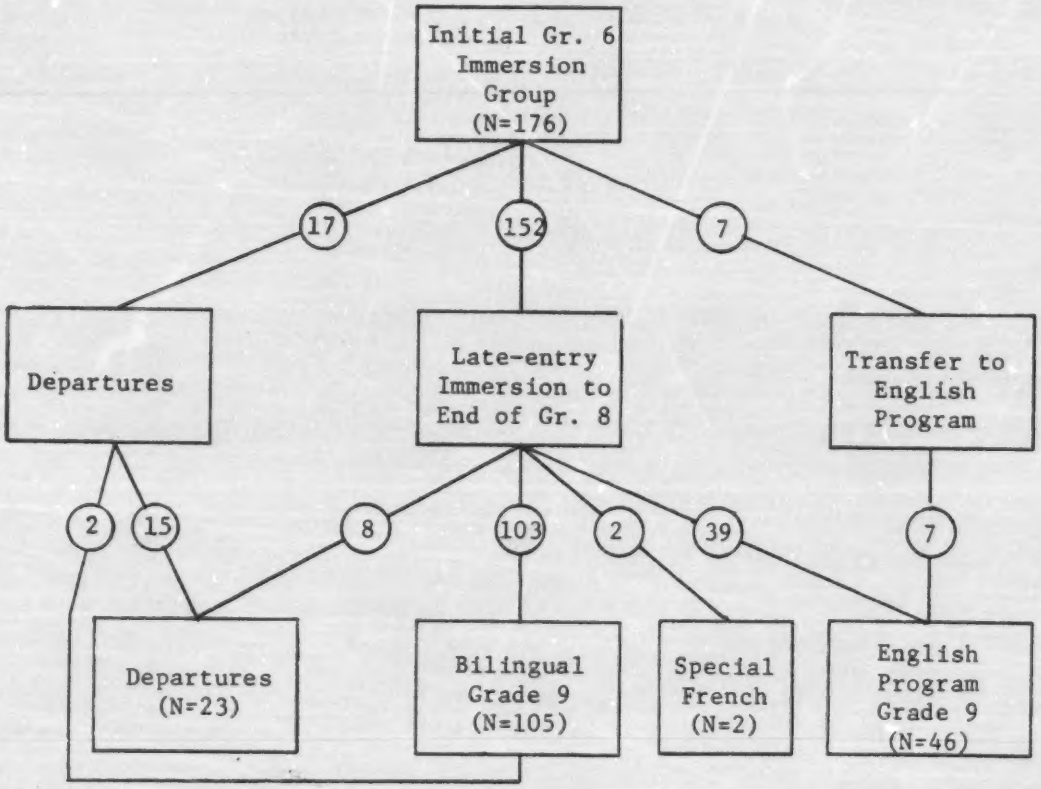


Carleton. In Carleton, 176 students (five classes in three schools) began the grade 7 entry immersion program in the fall of 1978. By the end of grade 8, 152 of them remained in this program, with a total of 107 students involved with an extra French program in grade 9 in October 1980. The pathways for the Carleton late-entry immersion group are shown in Figure 8.6.

FIGURE 8.6

PATHWAYS OF STUDENTS ENTERING GRADE 7 IMMERSION IN CARLETON IN THE FALL OF 1978

Note: Numbers in circles show the number of students following that pathway.



New entrants. A total of 28 students in Ottawa and six in Carleton joined the late-entry immersion classes in their second or third year. In Carleton, all six of these students were in a bilingual high school program in October 1980. In Ottawa, on the other hand, seven of the eleven who joined the program at the grade 8 level were in a bilingual or Special French program, while only four of the 17 who joined at grade 7 were in this type of program. Of the remaining Ottawa new entrants at grade 7 or 8, twelve opted for an English program and five left the Ottawa-Carleton area.

Overlap with the K-71 cohort. It should be pointed out that some of the students discussed in connection with late-entry immersion program were also members of the K-71 cohort and appeared in Tables 8.1 to 8.4. In fact, 17 students from the original English group and 14 from the original immersion group of the cohort were involved for some period of time in late-entry immersion programs in Ottawa or Carleton at the expected grade level. Besides the students noted in the footnote to Table 8.1 (seven students in a bilingual grade 9 program and three taking Special French), three students classified as departures in October 1980 and one in an English grade 9 are included in both the original immersion group of the cohort and the late-entry immersion group.

Comparisons within the late-entry groups. Comparison may be made first between retention and departure rates in the two boards, as shown in Table 8.9. It may be seen that the Carleton Board has a slightly, but not significantly, higher rate of retention in some kind of extra French program by grade 9. The most notable difference occurs in the proportion of Ottawa students taking a single "special" French course; the Carleton Board has not established this type of program, where a level of French language suitable for graduates of late-entry immersion

is offered in high school although a few students in Carleton take only one or two French courses in the high schools offering programs mainly for primary-entry graduates.

TABLE 8.9

OCTOBER 1980 PROGRAM OF STUDENTS ENTERING LATE IMMERSION AT GRADE 6 IN OTTAWA AND GRADE 7 IN CARLETON

Program as of October 1980	Number of students	
	Ottawa	Carleton
Bilingual high school program (3 or 4 French courses)	66	105
Special French plus a subject in French (2 French courses)	22	0
Special French (1 French course)	2	2
Regular English program	55	46
Departures	25	23
Total in group	170	176

There also appears to be a wide variation from one school to another in the per cent of immersion graduates proceeding to a grade 9 bilingual program, a Special French course, or other program. The availability of a program in the local high school seems to be an important factor in the decision-making in many cases. Working Paper 137 provides further information on a school-by-school basis.

Comparison with other cohorts. In both boards, retention rates in late-entry immersion programs up to the end of grade 8 remained almost the same for groups entering the program between 1973 and 1978. In Ottawa about three quarters and in Carleton between 80 and 90 per cent of each cohort continued in late-entry immersion up to the end of elementary school, with an additional 5 to 10 per cent leaving the system. Further data are available in Working Paper 137.

THE TRANSITION FROM GRADE 8 TO GRADE 9

The preceding sections have discussed the K-71 cohort groups, as well as new entrants to the immersion group and late-entry immersion cohorts in Ottawa and Carleton which were at the same grade level as the K-71 cohort. The program choices made by these students up to the end of grade 8 or (in most cases) up to the beginning of grade 9 have been presented.

For several groups some data are also available pertaining strictly to the transition from grade 8 to grade 9 and the choices made at that time. The following table is based not on students joining a program at its beginning, but on all those in immersion classes as of the end of grade 8. Table 8.10 shows destinations for all Ottawa grade 8 students moving from late-entry immersion classes to high school in 1977, 1979 and 1980 and for students in primary-entry immersion classes in the latter two years; students who have left the board are not included in this table. It will be remembered that the 1980 groups include many members of the K-71 cohort.

TABLE 8.10

GRADE 9 PROGRAM OF STUDENTS COMPLETING OTTAWA GRADE 8 IMMERSION CLASSES IN 1977, 1979 AND 1980

Grade 9 program	1977 late		1979 late		1979 primary		1980 late		1980 primary	
	N	%	N	%	N	%	N	%	N	%
Bilingual	103	52	91	51	49	60	69	51	126	77
Special French plus a subject in French	na		4	2	19	23	3	2	9	6
Special French	na		29	16	8	10	25	18	16	10
English	94	48	56	31	6	7	40	29	12	7
Total still in Ottawa schools	197	100	180	100	82	100	137	100	163	100

It appears that in all three years just about half of the students from late-entry immersion classes moved to a bilingual grade 9 program. However, in the latter two years, approximately another 20 per cent opted for a "special" French course, designed to be suitable for their level of proficiency; such a course was not available for the 1977 group. In both 1979 and 1980 differences between destination of the primary- and late-entry immersion groups are significant at the 0.001 level. Moreover, the 1979 and 1980 primary-entry groups differ significantly from each other in the proportion proceding to a bilingual high school ($p < 0.01$); this is likely related to the fact that a different group of elementary schools was involved in 1980, and different programs were available at the local high schools for students completing grade 8.

Another way to look at the situation is to consider the grade 8 location of all students in a grade 9 bilingual program. Data are available from 1977 and 1980 Ottawa grade 9 groups and are presented in Table 8.11. It must be remembered that in the earlier year there was no primary-entry group completing grade 8. In both years the group entering grade 9 bilingual high school programs from an Ottawa or Carleton Board core French program was small, although in the earlier years of the bilingual high school program, when neither primary- nor late-entry immersion was generally available, there was a considerable group of such students. Between 1973 and 1980 some changes have occured in the programs offered by the Separate Boards and consequently it is likely that there may be variations also in the background of students entering the Ottawa Board's bilingual high school program from these sources.

TABLE 8.11

GRADE 8 PROGRAM OF STUDENTS IN AN OTTAWA GRADE 9 BILINGUAL PROGRAM, 1977 AND 1980

Grade 8 location	Number of students	
	1977	1980
English program, Ottawa or Carleton	18	11
English Separate Board	0	22
Late-entry immersion, Ottawa or Carleton	103	68
Primary-entry immersion, Ottawa or Carleton	na	125
French-language schools	30	9
Other/unknown	20	6
Total in bilingual grade 9	171	241

SUMMARY

This chapter has presented data pertaining to the tracing of students as they have progressed through immersion programs in the Ottawa and Carleton Boards of Education. The first group discussed is the K-71 cohort, consisting of students who were in kindergarten French immersion in October 1971 and those who were in the English program in the same schools. As of October 1980, the majority of this cohort had reached grade 9 and hence the data given here, describing the choices made up to and including the first year of high school, are of particular interest.

The first group of tables in this chapter shows the grade and program location as of October 1980 for K-71 cohort members. About 60 per cent of both immersion and English groups remained within the Ottawa or Carleton boards; also, about 60 per cent of the original immersion

group who stayed within the boards were still located in a program emphasizing French instruction. A higher proportion of the original immersion group than of the English group was at the expected grade level, with a smaller percentage both above and below that level.

Students who had left the primary-entry immersion program constitute a group of special interest. Their grade and program location as of October 1980 was found to be very similar to that of the original English group of the cohort. The group transferring during grade 1 or 2 had a higher proportion below the expected grade level than groups transferring at other times, reflecting perhaps the difficulties of changing program at a stage when the student's age peers in the English stream have received much more reading instruction in English.

Diagrams are used to show the extremely varied pathways of several groups of students, including those who were in a bilingual program at the expected level in October 1980, those who were in other French programs, and those who were in an English program at that time. Longitudinal data on the number of students in various programs for each year from 1971 to 1980 are presented in both tabular and graphical form.

Also described in this chapter are the group of students from outside the cohort who joined the primary-entry immersion stream at the expected level of the K-71 cohort and the group of students in late-entry immersion classes in Ottawa and Carleton at this same level. Some variation was found between schools and between boards in the proportion of students remaining in late-entry immersion classes up to the end of grade 8 and in the percentage electing to enter a bilingual grade 9 program.

In 1977, 1979 and 1980, just about one half of the late-entry immersion students in Ottawa grade 8 classes chose to proceed to a

bilingual grade 9; in the latter two years, however, a sizable group also chose a special grade 9 French language course, which was designed to be suitable for the level of proficiency of late-entry immersion graduates. The percentage of Ottawa grade 8 primary-entry immersion students who opted to join a bilingual grade 9 program was significantly higher in 1979 and 1980 than that for the late-entry group (See Table 8.13). A higher proportion of primary-entry graduates in 1980 than in 1979 chose a bilingual grade 9 program, perhaps reflecting a change in the size and composition of the 1980 group.

A vast amount of information has been accumulated over the past ten years about grade progress and program choices made by students in Ottawa and Carleton immersion programs. This chapter has presented such information in somewhat greater detail than has been done in previous reports, and included for the first time are data pertaining to the major steps between grade 8 and grade 9. The complexity of the pathways followed by students has increased with each year that their progress has been followed, from kindergarten to high school. It is believed, however, that the monitoring of the progress of a group such as the K-71 cohort has yielded useful information, both in itself and for purposes of selecting groups of students for testing. It is hoped to be able to continue to follow this group of students to the end of high school and to compare them with a later group which started kindergarten in 1974.

Chapter Nine

SUMMARY

INTRODUCTION

During the last ten years both the Ottawa and Carleton Boards of Education have introduced a number of new programs for teaching French as a second language. The amount of time for French instruction in the core program has been expanded in both boards and several variations of an 'extended' French program have been tried in Carleton. In addition, immersion and bilingual programs have been introduced at the elementary and secondary levels.

With funding from the Ministry of Education of Ontario, the FRENCH Project, carried out by the Research Centre of the Ottawa Board, has provided part of a continuing evaluation of various aspects of these programs. This project has involved the study of both French proficiency and other aspects of core and immersion programs offered in the two boards. As part of the contract for 1981, the evaluation of core programs included a cross-sectional replication of French listening comprehension testing in grades 4 through 8 in both boards, and an examination of the French listening and speaking skills of grade 8 students of varying backgrounds. In addition, testing included several aspects of French proficiency of grade 10 and 12 students who had experienced a primary- or late-entry immersion program. As in previous years, tracing of students enrolled in various programs continued to make it possible to examine enrolment patterns and to identify subgroups of similar background.

The first section of the Eighth Annual Report of the FRENCH Project provides results of testing in the core French program: Chapter Two involves French listening comprehension in grades 4 to 8,

Chapter Three describes differences among groups of varying background at the grade 8 level and between boys and girls in grades 4 to 8 and Chapter Four gives results of the grade 8 French speaking test.

The second major section of the report consists of chapters Five and Six, dealing with French proficiency of students at the grade 10 and grade 12 levels respectively. The third and final section is concerned with student tracing and follow-up. Chapter Seven describes questionnaire responses given by grade 12 bilingual program students, who are reaching the end of their secondary school career, while Chapter Eight focuses on the transition from elementary to secondary school, with particular reference to the K-71 cohort, most of whom were at the grade 9 level in 1980-81.

This chapter will provide an overview of results given in the earlier chapters. In each case the chapters in this report and the related working papers which describe the results are indicated. Details concerning the tests used, the samples selected and the programs followed will be found in the body of the report.

CORE FRENCH RESULTS

Grades 4 to 8 French Listening Comprehension
(Chapter Two or Working Paper 138)

In the spring of 1981 in both Ottawa and Carleton, over 500 students at each level from grade 4 to grade 8 were given a French lislistening test and the vocabulary subtest of the Gates-MacGinitie reading measure; the latter was used as a general indication of scholastic ability. Students in these samples were all following a program with 40 minutes per day of French instruction in the 1980-81 school year. Ottawa students had received this amount of French since grade 1, while in Carleton this program had been instituted at all levels

only in the fall of 1979, giving Carleton students fewer cumulative hours of French instruction than Ottawa pupils at the same grade level.

Since aptitude measures were given to all core French samples in 1981, it was possible to make allowances for differences in ability through an analysis of covariance. At grades 4, 5 and 6, after adjustment for ability, the Ottawa group, with more cumulative hours of French instruction, scored significantly higher than the Carleton sample on the OISE 1 French listening test. Similarly, on the IEA II test given in grades 6 to 8, each adjusted Ottawa mean score was significantly higher than that for the same grade in Carleton.

Scores on the two French listening tests were equated using the equal percentile method, based on a group of over 400 grade 6 students in both boards who took the IEA II as well as the OISE 1 listening tests. It was then possible to examine scores across the grades from 4 to 8. Both boards showed steadily increasing means for these levels; the mean for each grade was significantly higher than that for the preceding grade, except for grade 8 in Ottawa and grade 7 in Carleton. It should be noted that the Carleton grade 8 group, with about 700 cumulative hours of French instruction, had a mean score very close to that of the Ottawa grade 7 group, with over 900 hours. Similarly, the Carleton grade 6 mean (about 500 hours) was similar to that of the Ottawa grade 5 group (almost 700 hours).

Comparisons were made with results obtained using these listening tests between 1976 and 1980. Some conclusions are possible, although the situation is made more complex by the changing time allotment for French instruction in the Carleton Board. Ottawa OISE 1 listening means at grades 4 and 5 were close to those of earlier years, while the Carleton means at these levels were significantly higher than

earlier ones, probably reflecting the increase in the time devoted to French instruction. Means on the IEA II test at grades 6 to 8 tended to be more variable for the different years, possibly as a result of a lack of comparability in the samples.

Group Differences
(Chapter Three or Working Paper 140)

Background. Grade 8 students tested in the spring of 1981 were divided into subgroups on the basis of their responses to a short background questionnaire; about two thirds of these subgroups originally identified included more than ten students. Only about half of the students in the grade 8 core samples had actually experienced the full nine-year core program. Some had transferred from primary- or late-entry immersion or in other ways had received extra exposure to French, such as through the home, in a francophone school, or by attending a summer immersion program. Other students indicated that they had entered the Ottawa or Carleton core French program in grades 1 to 8 without any previous exposure to French instruction.

In general, mean scores on the IEA II French listening comprehension test were found to be in the same order as the overall exposure to French experienced by the group. However, many of the groups were small and not all differences between groups were statistically significant. What is apparent, however, is the great diversity among students in a grade 8 core French program in Ottawa and Carleton, both in their exposure to French and in their proficiency in the language.

Sex. The 1981 test results have confirmed earlier findings that girls score higher than boys on French listening comprehension tests, although in these groups they had equal or lower scores on ability measures. Significant differences between the French listening means of boys and girls were found at all levels in both boards, except at

grade 4 in Carleton, where the test appeared to be quite difficult, and on one of the tests in grade 6 in Carleton, where the number of students tested was relatively small.

Grade 8 French Speaking
(Chapter Four or Working Paper 139)

A three-part French speaking test was administered to a group of about 100 students in each of the Ottawa and Carleton Boards in the spring of 1981. These students constituted a subsample (about 20 per cent) of the group of students who were given the French listening comprehension test. Although some variation was found in the distribution of the scores in the two boards and in the relative proficiency of the two groups on the three parts of the test, differences between boards were not significant, either for the test as a whole or on the individual parts.

Item analysis information for the three subtests reflects the small differences between boards and between the 1980 and 1981 samples. In general, words in the vocabulary subtest which were difficult for one group were also not well known by students in the other board or in the same board for the previous year. Questions about the colour of an object were relatively easy for these grade 8 students, while certain prepositions and the use of the past or future tenses continued to cause difficulty.

When subgroups based on questionnaire responses were examined, it was found that, in both boards, the group which had experienced the full core program scored significantly higher on the French speaking test than the group which had joined the program at the junior level with no previous French instruction. In Ottawa, as might be expected, the group which had transferred from primary-entry immersion during grade 3, 4 or 5 had a higher French speaking mean than the group which

had experienced only the core program. Since the French speaking sample was much smaller than that for the listening test, these were the only subgroups to include 10 or more students.

HIGH SCHOOL PROGRAMS

Grade 10 Bilingual-Program, Special French and Core French Results (Chapter Five or Working Paper 141)

Bilingual program. For the first time in the spring of 1981 it was possible to make comparisons between primary- and late-entry immersion students at the grade 10 level. Bilingual-program students at this level were given a battery of French proficiency tests, including IEA measures of French listening, reading and writing, a French cloze test, and a test prepared for Quebec francophone students.

In each of the two boards, the primary-entry group scored significantly higher on all five French proficiency measures than the late-entry group. Although ability scores were not available for the Carleton groups, the two Ottawa groups were found to have similar scores on a verbal reasoning test taken on entering high school.

When results of the late-entry groups on the three IEA measures were compared with those of previous years, the Ottawa group was found to score consistently lower than groups of similar background tested in 1978 and 1980, which had had very similar means. IEA means for Carleton groups from 1977, 1978 and 1980 were more variable but the only significant difference was between 1977 and 1980 groups on the listening test.

In addition, the Carleton group from primary-entry immersion, with an average of about 6150 cumulative hours of French instruction had significantly higher means on the IEA French listening and writing tests than the Ottawa group from the same program, with about 6480 cumulative hours. On the IEA French reading and writing tests, the

Carleton late-entry group (2440 hours) scored significantly higher than the Ottawa late-entry group (3040 hours). The lack of aptitude data for the Carleton group makes it difficult to assess the comparability of the samples from the two boards or from different years.

On the Test de français IV, the four grade 10 groups were found to score between the 10th and 40th percentiles on the paragraphs, vocabulary and spelling subtests, relative to the Quebec francophone norms. The primary-entry groups were at a somewhat higher percentile than the late-entry groups on the paragraphs and vocabulary subtests, and the difference between the groups tended to be more pronounced on the spelling subtest.

Other grade 10 groups. The Test de français, secondaire I, and the Test de mots à trouver were given to Ottawa grade 10 students who had been in an elementary immersion program but had opted not to go on to a bilingual program in high school. First, it was possible to identify a group of about 40 Ottawa students who were graduates of late-entry immersion who were taking a core French course in high school. In addition, these tests were given to students in four Ottawa high schools who were taking a special level of French language course designed for graduates of elementary immersion who did not want to continue in a bilingual program; at one of these high schools it was also possible to take another subject in French each year in addition to the Special French. Small analysis groups included students from primary-entry immersion who had taken four courses in French in grades 9 and 10 and students from late-entry immersion who had taken just the two Special French courses.

On the Test de français, the group of grade 10 former immersion students now in a core program scored lower than the group of Special

French students from a late-entry immersion program. The latter group, not surprisingly, scored lower on this test than the group of primary-entry immersion graduates who had taken four high school French courses; however, these groups were very small. Compared to the norms for the Quebec francophone group at the secondaire I level, the Special French group means fell at about the 50th and 80th percentiles. The former immersion students in core French, like the two Special French groups, showed a significant increase in mean score on the Test de français between grade 8 and grade 10.

Similar differences were found among these groups of students on the Test de mots à trouver, which was the only test done by all three Ottawa grade 10 groups who had been in elementary immersion. On this test, the mean score of the grade 10 late-entry group in a bilingual program was found to be somewhat, but not significantly, greater than that of the grade 10 Special French group from late-entry immersion, and significantly greater than that of the former immersion students in a core program.

Grade 12 Bilingual-Program Results
(Chapter Six or Working Paper 142)

Grade 12 bilingual-program groups from late-entry immersion in Ottawa and Carleton took several tests of French proficiency in the spring of 1981. Comparisons were made between the grade 12 groups in the two boards, with grade 10 groups from both primary- and late-entry immersion tested in the spring of 1981, and with grade 12 groups tested in previous years.

On the reading and writing subtests of the Public Service Commission Language Knowledge Examination 400B Series, the average grade 12 student in both the Ottawa and Carleton groups reached Level B, the highest level measured by this test. The Carleton group also at-

tained this level in speaking, while reaching only Level A in listening comprehension. The Ottawa listening mean was in the Level B range and the speaking mean was at Level A.

When mean scores for the groups in the two boards were compared it was found that the Carleton students scored significantly higher on the speaking and writing tests, while the Ottawa group had a higher mean score on the listening subtest.

It was also found that 90 per cent of students who had a score of 32 or more on the Test de mots à trouver, a French cloze-type test, achieved a Level B on the LKE 400B reading subtest, whereas only half of those with scores between 28 and 31 on the cloze test did so.

Since 1981 was the first year that graduates of the full late-entry immersion program took the Public Service Commission tests, it was not possible to compare the 1981 grade 12 scores on this test with those for groups of similar background from earlier years. However, it was noted that for other grade 12 groups who did the same tests in 1979, a smaller proportion of students reached Level B in speaking than attained this level on the other subtests, as was the case in 1981.

The mean scores on the Test de mots à trouver for the Ottawa and Carleton grade 12 groups tested in the spring of 1981 were almost identical, although the Carleton scores appeared somewhat more scattered. The only significant difference found between grade 10 and grade 12 groups in 1981 on this test occurred in Ottawa, where the grade 12 group scored higher than the grade 10 late-entry group.

On the section of the Test de français, secondaire IV, done by grade 12 groups in 1981, the Carleton group was found to have a significantly higher mean score than the Ottawa group on the spelling subtest and on the total test. However, it is possible that the Ottawa

group did not have the full time allotment for the test, since almost 30 per cent of them did not finish it. Both groups scored between the 30th and the 50th percentile relative to the Quebec francophone norms for secondaire IV (grade 10), except that the Ottawa group scored somewhat lower on the spelling section. On the test as a whole, both grade 12 groups scored significantly higher than the grade 10 late-entry groups in the same board.

On both the Test de mots à trouver and the Test de français, each grade 12 group had a mean score very like that of the grade 10 primary-entry group in the same board. This result may be compared with the 1980 finding that, on two similar tests, grade 10 late-entry means were about the same as those for grade 8 primary-entry groups.

STUDENT TRACING AND FOLLOW-UP

Attitudes towards their Program and Future Plans of Grade 12 Students (Chapter Seven or Working Paper 143)

The questionnaire given to grade 12 bilingual-program students in Ottawa and Carleton as part of the FRENCH Project testing program in the spring of 1981 included questions concerning these students' feelings about the program they had followed in high school and about their own level of French proficiency, as well as questions regarding their future educational and career plans and the role they expected French to play in them. A fairly large group of students in Ottawa had experienced four years of a bilingual program in one of two high schools, preceded for most of them by the Ottawa Board late-entry immersion program in grades 6 to 8. A smaller group of Carleton students had followed that board's late-entry immersion and high school bilingual programs. Another small group of students were identified as having entered the Ottawa Board's high school bilingual program at the grade 11 level after the late-entry program offered by the Ottawa Separate Board.

In general, similarities between groups were more apparent than differences. In all groups nearly all of the students were oriented towards grade 13 and then university. This is not surprising, since the immersion and bilingual programs tend to include a high proportion of above-average students, and the courses in the bilingual programs are all offered at an advanced level. At least half of the students in each grade 12 group intended to take a French language course in the next year and in Ottawa almost the same proportion planned to take another subject in French.

About 80 per cent of the students felt they could cope with using French in a job or educational setting, noting in some cases that they needed more practice in a certain area (usually in speaking). Many felt that the French language would play some role in their future lives; the job market was mentioned most often, but university courses, communication with francophones or travel were also mentioned by a number of students. Over half the students indicated that the program had lived up to their expectations; some, however, expressed a disappointment that it had not made them completely bilingual, as they had hoped, but at least some recognized that such expectations may have been unrealistic.

The provision of good teachers, more opportunities to experience French outside the classroom (such as bilingual exchanges or field trips), more emphasis on oral French and expansion of course choice were frequently expressed concerns of these groups of students. The same improvements in the program were generally desired by all groups of students, but not always by the same proportion of the group. In Carleton, 20 per cent mentioned a need for more oral work, while in Ottawa 32 per cent did so. Moreover, 32 per cent of the Carleton group and 18 per cent in Ottawa noted the importance of first-rate teachers. At one Ottawa school,

courses in French literature and dramatic arts were cited as a particularly good aspect of the program. Most of the 20 per cent of students in the system who expressed a desire for a wider selection of courses came from the same school which had a small bilingual department.

In spite of, or perhaps because of, their own experiences, the majority of students in all three groups believed that an immersion or bilingual program should begin as early as possible in one's school career. A minority of the students expressed the opinion that a good background in one's native language should be obtained first.

It did appear that the small group of students from the Ottawa Separate Board's late-entry immersion program tended to view the program they had experienced and their own achievement in a more favourable light than did the other groups. They also appeared to attach greater importance to the role of the French language in their future careers.

Primary- and Late-entry Immersion Students Reach High School
(Chapter Eight or Working Paper 137)

The first group of students discussed in this chapter is the K-71 cohort, consisting of students who were in kindergarten French immersion in October 1971 in Ottawa and Carleton schools and those who were in the English program in the same schools. As of October 1980 most members of this cohort had reached grade 9, and hence the information presented here includes the choices made by these students up to and including the first year of high school.

It was found that about 60 per cent of both immersion and English groups remained within the Ottawa or Carleton systems, and also that about 60 per cent of the original immersion students who stayed within the boards were, as of October 1980, still located in a program emphasizing French instruction. A higher proportion of the original immersion group than of the original English group was at the expected grade level.

A smaller percentage from immersion than from the English group was found both above and below that level.

Special attention was given to that group of students from the K-71 cohort who had left the primary-entry immersion program. It was found that their October 1980 grade and program were very similar to those of the original English group of the cohort. The group transferring during grade 1 or 2 had a higher proportion below the expected level than groups transferring at other times, reflecting perhaps the difficulties of changing program at a stage when the student's age peers in the English stream have received much more instruction in English reading.

Pathways of students from the cohort were found to be extremely varied. Diagrams are used in the body of the report to show these pathways for three subgroups of the initial immersion group: students who were in a bilingual program at the expected level in October 1980, those who were in a program emphasizing French instruction other than a full bilingual program or at other levels than grade 9, and those who were in an English program at that time. A table and a graph present longitudinal data on the number of students in various programs for each year from 1971 to 1980.

Two other groups of students are discussed in connection with the K-71 cohort: those students from outside the cohort who joined the primary-entry immersion stream at the expected level of the cohort, and the group of students in late-entry immersion classes in Ottawa and Carleton at the same grade level. Some variation was found between schools and between boards in the proportion of students remaining in late-entry immersion classes up to the end of grade 8 and in the percentage electing to enter a bilingual grade 9 program. Additional details are given in Working Paper 137.

When data were examined for other Ottawa immersion groups making the transition from elementary to secondary school it was found that in 1977, 1979 and 1980 just about one half of the late-entry immersion students in grade 8 classes chose to proceed to a bilingual grade 9; in the latter two years, however, a sizeable group also chose a special grade 9 French language course which was designed to be suitable for the level of French proficiency of late-entry immersion graduates. In Ottawa in 1970 and 1980 a higher percentage of primary- than of late-entry immersion students opted to join a bilingual grade 9 program.

CONCLUDING STATEMENT

The extensive testing carried out in 1981 within the elementary core French programs in Ottawa and Carleton corroborates other studies which show a relationship, though not a linear one, between French learning and time spent in French instruction. It can be observed that by the end of grade 8 the Carleton group (which had followed a 40-minute program in grades 6 to 8 preceded by 20 minutes a day in grades 1 to 5) appears to be similar in French listening comprehension to the Ottawa grade 7 group, which had followed a full 40-minute program, thus accumulating over 30 per cent more time in French than the Carleton group.

The 1981 results also indicate two areas of possible concern for those responsible for the design and implementation of core French programs. First, consistent differences in French listening achievement of boys and girls in grades 4 to 8 core French would indicate that this program is much more successful with girls than with boys. A second area is the diversity of French instructional backgrounds of grade 8 students in core programs, which appears to be related to their French achievement.

The testing of small groups of primary-entry immersion graduates at the grade 10 level, along with groups from the late-entry programs, indicates that up to this level primary-entry graduates maintain an advantage in several areas of French proficiency. Not until 1983 will it be possible to compare groups at the end of their school career and thus obtain a measure of the effect of the total program. By 1984, sizeable groups of students from primary-entry immersion programs will reach the grade 12 level.

As increasing numbers of students from immersion programs proceed through high school and reach the level of university or employment, it becomes of greater interest to know what effect these programs have had on their past and future education and career prospects. A start has been made in this direction with a questionnaire for grade 12 students in 1981. Continued monitoring of this group and an examination of additional cohorts should provide valuable information about immersion students when they reach the post-secondary level. At the same time, continued tracing of two cohorts of students from the time they started kindergarten allows detailed information to be compiled about patterns of movement through the school system.

Since 1973 a major focus of the FRENCH Project has been the measurement of French skills within the elementary core program. With the 1981 results presented in this report, this phase of the Project seems to be complete. The measurement of French language and other academic achievement of students in elementary immersion programs has been another major concern; since 1980, the emphasis here has shifted to high school programs and at this level there is still considerable work to be done as primary-entry immersion groups reach the senior level. Other areas of particular interest are now being identified, the first

of these to be supported by a Ministry contract is a study of one method of enhancing the exposure to spoken French of children in grades 1 to 4 of an immersion program (Parkin, 1980).

It is hoped that results included in this report will be of value to those who need to make decisions relating to core and immersion French programs within the school systems and will lead to a better understanding of the development of French proficiency through these school experiences.

APPENDIX A

DESCRIPTION OF LINGUISTIC LEVELS USED BY PUBLIC SERVICE COMMISSION

DESCRIPTION OF LINGUISTIC LEVELS
USED BY PUBLIC SERVICE COMMISSION

READING COMPREHENSION

A

This level implies the ability to read and understand a series of simple, compound and complex sentences containing only vocabulary and expressions of daily general use. This includes examples such as memos, letters and reports dealing with general topics such as requests for information or action, instructions, summaries of activities or decisions.

Reading speed at this level will be fairly slow as compared to the average first language reader.

B

This level implies the capacity to read and to understand connected passages containing a variety of sentence types (described above), turns of phrase and current expressions, but it is unlikely that regional variants will be familiar to the individual at this level. Memoranda and letters are the kinds of text where comprehension will be optimal. The general meaning and the major points of articles and reports on general and work-related topics will be well understood, although nuances or specific details may frequently be missed. The time taken by the second language reader to comprehend a particular text may be moderately longer than for the average first language reader performing the same task.

C

This level implies all the capacities described for level B. In addition, memoranda, letters, articles and reports on general or work-related topics will be thoroughly understood. The overall tone of paragraphs or longer passages will cause only minor problems in comprehension. More specialized vocabulary or regional variants might not be understood exactly but a certain amount of exposure to unfamiliar types of text will suffice for functional comprehension. The time taken by the second language reader to comprehend a particular text may be slightly longer than for the average first language reader performing the same task.

WRITTEN EXPRESSION

A

This level implies the ability to write words, phrases and a series of simple sentences to form paragraphs. This includes writing memos of a varied format, for example, making and answering requests for information, giving instructions, making requests for materials and writing "thank you" notes, all within the limitations of the above-mentioned sentence-type.

The range of vocabulary is limited to that of daily general use with no mastery of idiomatic expressions.

B

This level implies the ability to use a variety of sentence types (simple, compound or complex) to express general ideas and opinions of non-specialized and non-technical topics. Errors in grammar and spelling will be minor but may not be infrequent. Memoranda and letters will be the kind of text usually mastered at this level, but these will definitely require revision for extra-office distribution. Nuances of style and regional variants will generally be absent and sentences may be awkwardly connected. The time taken to compose a text at this level will be relatively longer when compared to the time taken by the average first language writer.

C

This level implies all the capacities required for level B. In addition, an individual at this level would have the ability to present a detailed line of reasoning in written form on general or work-related topics. Errors in grammar and spelling would be minor and infrequent. Written reports would be required.

The individual would be able to recognize awkwardness in sentences and paragraphs and to reformulate them. Consultation would still be required before texts would be ready for extra-office distribution. The time taken to compose a text at this level may be slightly longer relative to the time taken by the average first-language writer performing the same task.

AURAL COMPREHENSION

A

This level implies the understanding of a series of simple sentences spoken at slower than normal speed, and isolated compound or complex sentences, for example, in receiving instructions, requests, information and enquiries of a general (i.e., non-technical) nature.

Rapid delivery, background noise or telephone calls will occasionally impede comprehension of some elements. Vocabulary is still limited to words and expressions in daily general use and spoken with close to standard pronunciation.

B

This level implies the capacity to understand continuous speech made up of a variety of sentence types, and delivered at a normal speaking rate. The main points and general line of reasoning at meetings, in oral presentations, and in discussion groups will be understood at this level, although nuances of speech and specific details of the discussion may frequently be missed. The same difficulties could arise in situations involving communication through the media (radio, telephone, etc.) that would be less likely to occur in interviews. In all situations, an individual at this level could experience difficulty in understanding regional words, expression and pronunciation. Background noise or a particularly fast speaking rate may have the same effect. General and work-related vocabulary will normally be better understood than more specialized vocabulary.

C

This level implies all the capacities described for level B. In addition, an individual at this level will understand speech delivered at a faster rate. Most of the specific points of discussion at meetings, in oral presentations, and in discussion groups will be understood, but comprehension of attitudes expressed through nuances will still cause some difficulties. After a certain period of adjustment, communication through the media or certain regional variants will have only minor effects on comprehension. The ability to follow a discussion in a wide range of topics, including some of a more specialized nature, would be expected at this level.

ORAL EXPRESSION

A

This level implies the ability to speak in a series of inter-connected simple sentences and in isolated compound and complex sentences. Examples are: making and answering requests for information or directions, giving instructions, discussing needs or giving opinions within the limitations outlined above.

Vocabulary is limited to that of daily, non-technical use. Delivery is still slower than normal and interference from the mother tongue is still general.

B

This level implies the capacity to take part in a variety of verbal exchanges using the different kinds of sentence types described above. The individual at this level would function optimally in a one-to-one interview, but should also be able to contribute to meetings and discussion groups. One would be able to convey the essentials of his/her ideas and opinions on general or work-related topics without necessarily being able to give a detailed outline of his/her line of reasoning. There would likely be difficulty in expressing nuances or in using specific vocabulary, idioms and regional variants in their appropriate contexts. Grammar and pronunciation will most often show strong mother tongue interference but will only occasionally result in misunderstanding. Hesitations of moderate length may be relatively frequent on general or work-related topics and would increase as one attempts to speak in detail on any specific subject matter.

C

This level implies all the capacities included in level B. In addition, an ability to give oral presentations in both formal and informal settings would be required. The individual would be able to present a fairly detailed outline of his line of reasoning on general or work-related topics in these settings as well as in meetings and discussion groups. Some mastery of idioms and of specific vocabulary appropriate to a variety of contexts, both formal and informal, would be evident, but the correct use of regional variants would probably be rare. Grammar would generally be appropriate, pronunciation might show moderate mother tongue interference. Deficiencies in vocabulary would be compensated for by synonyms and paraphrases. Discourse might be marked by hesitations, but these may, nevertheless, appear acceptable to the mother tongue listener. Problems might be encountered in discussing some more specialized topics, but the individual at this level would have very little difficulty in making himself understood.

APPENDIX B

GRADE 12 STUDENT SURVEY

GRADE 12 STUDENT SURVEY

NAME _____ SCHOOL _____

This survey is intended to obtain information about your background in French. We are also interested in any future plans you may have for the next couple of years. Please answer the questions as best you can. If you don't know what to put, please say "don't know". If you need more room to answer any question, please use the back of the paper, marking clearly the number of the question you are responding to.

Although your name will be on the survey, your answers will be kept strictly confidential and will be seen only by staff of the Research Centre. Only group results will be used for any reports.

Would you please give two permanent addresses where you could be reached by mail in the next several years (parents, grandparents, aunts, uncles, close family friends, etc. who are not likely to be moving). We may wish to contact you after you have left school to find out what you have actually done and it is very difficult to locate students once they have finished school.

a) _____ b) _____

_____ _____

_____ _____

BACKGROUND IN FRENCH

1. List the schools you attended in the following grades and circle YES or NO to indicate whether you were in a bilingual or immersion program in that year.

Grade	School	City	Immersion or bilingual program	
12			YES	NO
11			YES	NO
10			YES	NO
9			YES	NO
8			YES	NO
7			YES	NO
6			YES	NO
5			YES	NO

2. Did you ever attend a French language school? YES ___ NO ___

   If so, in what grades? _____

   Where? _____

4. Were there any grades in which you received NO French instruction?

   Yes _____ No _____ If so, what grades? _____

   Where? _____

5. Have you had any opportunities outside of school to learn French? Please describe them below.

Type of opportunity	Approximate time (year & duration

PLANS FOR NEXT YEAR (1981-82)

6. Next year do you plan to: *(check as many as apply)*

- ☐ return to take grade 13 at this or another school in the area
- ☐ attend a college of applied arts and technology
- ☐ attend a qualifying year at an Ontario university
- ☐ attend a university outside Ontario
- ☐ get a job
- ☐ other (please specify) _____

7. Next year do you plan to: *(check as many as apply)*

- ☐ take French as a language course
- ☐ take another subject in French
- ☐ use French in a job
- ☐ not do anything in French
- ☐ other (please specify) _____

LONGER TERM PLANS FOR WHEN YOU ARE FINISHED GRADE 13 OR EQUIVALENT

8. After next year do your plans include: *(check as many as apply)*

- ☐ college of applied arts and technology: type of course _____
- ☐ university; area of study _____
- ☐ possible return to education later after working a few years _____
- ☐ no plans for further education
- ☐ a part-time job while studying
- ☐ a full-time job: type of job desired _____
- ☐ no definite plans
- ☐ other (please specify) _____

9. Please describe the role you expect the French language to take in your future educational and job settings.

_____

_____

_____

_____

YOUR IMPRESSION OF SOME FEATURES OF THE SECONDARY AND LATE-ENTRY IMMERSION OR BILINGUAL PROGRAMS

10. How would you describe your own level of proficiency in French?

11. How does it compare with your original expectations? _____

12. How well do you feel you are prepared for using French in a job or education?

13. At what grade should a person start an immersion or bilingual program? _____

Why? _____

14. What would you like to see done to improve the immersion programs in the schools in this area?

15. What aspects of the program(s) you followed were particularly good?

APPENDIX C

LIST OF WORKING PAPERS

LIST OF WORKING PAPERS

137. Primary- and Late-Entry French Immersion Students Reach High School

138. French Listening Comprehension of Students in Core Programs, Grades 4 to 8

139. French Speaking Test Results for Grade 8 Core French Students

140. Core French Proficiency: Group Differences

141. French Proficiency: High School Bilingual Programs, Grade 10

142. French Proficiency: High School Bilingual Programs, Grade 12

143. Attitudes towards their Program and Plans for the Future of Grade 12 Bilingual-Program Students

144. Relationships among Scores for Core French Students in Grades 4 to 8

145. Item Analysis for IEA II French Listening Comprehension Test Given in Grades 6 to 8, 1978-1981

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